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ABSTRACT

This study guide is designed for individuals preparing to take the Georgia Teacher Certification Test (TCT) for media specialists. It provides two kinds of information--narratives and bibliographic references. Content objectives are covered for the areas of: (1) management and organization; (2) personnel administration; (3) instruction and curriculum; (4) teaching strategies; (5) study, reference, and research; and (6) selection of materials. Narratives comprise the first part of the study guide, and are arranged according to the six subareas of the test. Each narrative section includes a synopsis of the content of the subarea, brief descriptions of state services or professional activities, and a listing of authors whose works can provide further information on the topic. Complete bibliographic citations are listed for the suggested authors. (JD)

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STUDY GUIDE FOR TEACHER CERTIFICATION TEST FOR MEDIA SPECIALISTS

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National Evaluation Systems, Inc., has prepared for distribution by the Georgia Department of Education the set of content objectives found in this Study Guide. These objectives have been verified as important content requirements for initial certification. Not all of the listed objectives have had test items written for them. The selected objectives have not been identified. All objectives which appear here are certification requirements and a sampling of them will be tested.

When the project to develop the Georgia Teacher Certification Tests (TCT) was begun in November 1976, an Ad Hoc Committee composed of Georgia educators was appointed to work with NES on each TCT. The function of these Ad Hoc Committees was to review all NES-generated materials with a goal of making the materials more reflective of Georgia education needs. The first step in the test development process was that of content domain specification. Educators identified all content knowledge that an applicant would need to know to function effectively in a Georgia school. This content was further defined into content objectives, which were sent to currently practicing Georgia educators for verification. These educators provided actual ratings of the "job-relatedness" of the content objectives. At that point, it was possible to identify, from the original domain specification, the extent of essentiality of specific content skills for successful performance on the job. Test items were written for the most essential objectives which spanned the content of the field.

The purpose of providing objectives is to explicitly define the content required of an applicant for certification in this field. Further, the statement of these objectives should assist in preparing for the criterion-reference content knowledge test. We encourage applicants to study these materials, which will enhance their understanding of the content field and alleviate any unnecessary concerns about the nature of the Georgia Teacher Certification Tests.

Along with these materials go hopes for a rewarding career in education.

If you have questions or desire further information, contact:

Performance-Based Certification
Division of Staff Development
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Study Guide for TCT for Media Specialists
Georgia Teacher Certification Testing Program
Field 13: Media Specialist

INTRODUCTION

The Task Force to Develop a Study Guide for the Georgia Teacher Certification Test (TCT) for Media Specialists has compiled this material to aid examinees preparing for the Test. Items included on this test are designed to measure the content objectives which were developed by an Ad Hoc Committee composed of Georgia educators. Six subareas are included on the test and also in this Study Guide:

I. Management and Organization ***
II. Personnel Administration **
III. Instruction/Curriculum *
IV. Teaching Strategies *
V. Study, Reference, Research ***
VI. Selection of Materials **

Asterisks indicate the number of items included on the test: * = 10 or less questions; ** = 11-20 questions; *** = 21 or more questions.

This document provides two kinds of information--narratives and bibliographic references. Narratives comprise the first part of the Study Guide and are arranged according to the six subareas of the test. Each narrative section includes a synopsis of the content of the subarea, brief descriptions of state services or professional activities, and a listing of authors whose works can provide further information on the topic. Complete bibliographic citations can be found for the suggested authors in the Study Guide's second section, the bibliographic references. Prospective examinees can prepare for the TCT by reading the information contained in this publication and securing other suggested materials from public, college, or university libraries.

In addition to the content objectives, narratives, and bibliographic references that will follow,, you should be aware that:

1. The TCT items are multiple choice with four possible answers.
2. There are no penalities for guessing when unsure of an answer.
3. While examinees are given 3 1/2 hours of actual test time, they may request up to an additional hour if needed.
4. In order to pass the TCT one does not have to pass each subarea. Your total score is determined by the number of correct answers.

Examinees wanting specific help with test-taking skills should ask for assistance from their college/university counseling center and/or refer to one or more of the references listed below:

Flippo, R. F. Testwiseness. Rehoboth, Mass.: Twin Oaks Publishing, 1983.

Millman, J. and Pauk, W. How to Take Tests. New York: McGraw-Hill, 1969.

Pauk, W. How to Study in College. 2nd ed. Boston: Houghton Mifflin, 1974.

Preston, R. C. and Botel, M. How to Study. Chicago: SRA, 1974.

Raygor, A. L. and Wark, D. M. Systems for Study. New York: McGraw-Hill, 1970.

For those seeking certification in media, seven certificates are issued: M S-4, M S-5, M S-6, M S-7, D L-5, D L-6. amd D L-7. Information about requirements for each certificate may be obtained from a Georgia college or university with an approved media training program or through the Teacher Certification Office of the Georgia Department of Education.

Narratives Section

SUBAREA I: MANAGEMENT AND ORGANIZATION

CONTENT SYNOPSIS FOR MANAGEMENT AND ORGANIZATION

* components & characteristics of school media programs
* philosophy and purposes of school media programs
* role of the school community in planning media programs
* tools and techniques for planning and evaluation
* federal programs that influence school media programs
* Georgia state law pertaining to school media programs
* State Board of Education policies for media programs
* certification requirements for school media specialists
* professional standards for school and district media programs
* factors involved in planning and maintaining a media center
* procedures for the acquisition, storage, criculation, and maintenance of materials and equipment
* facilities for the storage, circulation, and maintenance of materials and equipment
* methods of classifying, cataloging and processing materials

CONTENT OBJECTIVES FOR MANAGEMENT AND ORGANIZATION

Understand the important components and organizational characteristics found in school media programs designed for different age groups (e.g., primary, middle, upper).

Understand the differences in components and organizational characteristics of media programs which include special collections (e.g., career, reading, special education, guidance).

Know the philosophy and purposes of school media programs.

Understand the role of the media specialist in planning the media program.

Understand the role of the school administration in planning the school media program.

Know the role of the school instructional staff in planning the school media program.

Know the role of students in planning the school media program and how their roles vary with different age levels (e.g., primary, middle, upper).

Understand the use of planning tools and techniques (e.g., systems analysis, needs assessment, PPBS, program evaluation and review techniques, establishment of priorities) in school media programs.

Be familiar with federal programs that influence local school media programs.

Know aspects of Georgia state law (APEG bill) pertaining to school media programs.

Understand Georgia State Board of Education policies regarding instructional resources.

Understand Georgia State Board of Education standards regarding instructional resources.

Know the certification requirements for media specialists in Georgia.

Be familiar with professional (ALA/AECT) standards and guidelines for school and system level media programs.

Be familiar with professional standards and guidelines set by the Southern Association of Colleges and Schools as they pertain to school media programs.

Be able to analyze the physical environment for the optimal utilization of media in terms of lighting, acoustics, temperature, and psychological aspects such as color and aesthetics.

Know appropriate procedures and facilities for the storage of print materials (e.g., books, magazines, pamphlets).

Know appropriate procedures and facilities for the organization or storage of nonprint materials (e.g., films, filmstrips, records, tapes, cassettes).

Know appropriate procedures and facilities for the storage of instructional equipment (e.g., projectors, record players, tape recorders).

Know the important aspects of a retrieval and circulation system for print materials (e.g., books, pamphlets).

Know the important aspects of a retrieval and circulation system for nonprint materials (e.g., films, filmstrips, records, tapes).

Know the important aspects of a retrieval and circulation system for instructional equipment (e.g., record players, film projectors, tape recorders).

Understand the structure of the Dewey Decimal system, its advantages and disadvantages, practical applications.

Know prominent aspects of Anglo-American cataloging methods.

Be able to compare the cost, advantages and disadvantages of the commercial cataloging services to other cataloging methods.

Know the cataloging and processing procedures for books.

Know the cataloging and processing procedures for print materials other than books.

Know the cataloging and processing procedures for nonprint materials (e.g., films, records, tapes, kits, filmstrips, maps, globes).

Know procedures for the maintenance of media facilities.

Know procedures for the maintenance of printed media materials.

Know procedures for the maintenance of nonprint media materials.

Know procedures for the maintenance of media instructional equipment.

Know organizational procedures necessary for the production of media materials.

Know facility requirements for the production of media.

Know procedures which are recommended for ordering media.

Understand the process of acquiring print materials in terms of sources, bookkeeping system, scheduling, etc.

Understand the process of acquiring non-print materials in terms of sources, bookkeeping systems, scheduling, etc.

Understand the process of acquiring equipmment in terms of sources, scheduling, bookkeeping systems, etc.

Understand the managerial process for building a print collection.

Understand the managerial process for building a nonprint collection.

Understand the managerial process for building an equipment collection.

Sources for the Management and Organization Naratives

Guide for Planning and Construction of Public School Facilities in Georgia. Atlanta: Georgia Department of Education. Revised 1982.

Guidelines for the Development of Instructional Media Policies and Implementation Procedures. Atlanta. Georgia Department of Education, 1981.

Roles in Media Program Development: School and Community. Atlanta: Georgia Department of Education, 1982

Senate Bill 672: Adequate Program for Education in Georgia Act. Atlanta: Georgia Legislature, 1975.

Standards for School Media Centers. Atlanta: Georgia Department of Education, 1981.

The Role of The School Media Specialist In Media Program Development

The media specialist works in the instructional development process as well as in materials evaluation, acquisition, and utilization. As a member of the educational team, this person works with teachers in curriculum planning and in identification, selection and use of resources to meet learner needs. The media specialist is a source for insuring that planned curriculum and media services reflect the optimum relationship between all parts of the instructional program which includes design, objectives, learning activities, resources, and evaluation strategies. In this role, the media specialist:

1. assists in developing building media policies and implementation procedures within system policies and procedures;
2. coordinates the building media committee;
3. plans the school media program with the building media committtee;
4. implements media policies and standards;
5. develops media budget proposal based on recommendations of the building media committee;
6. plans with and reports to the principal;
7. assists the media coordinator in planning for systemwide and building program development;
8. creates and fosters a climate that motivates effective utilization of media facilities, resources, and services;
9. interprets the media program to students, faculty, administration and the community;
10. insures accessibility to media;
11. participates in curriculum development and implementation, i.e., serves on curriculum and textbook committees;
12. assists teachers in designing instructional and learning experiences;
13. selects media based on the needs of the instructional program and the individual users;
14. informs users of media center services and resources;

15. works with instructional staff to provide learning experiences for media skills development;

16. evaluates media services with administrative and instructional staff and modifies as appropriate;

17. manages the acquisition, processing, organization, circulation, maintenance and inventory of resources;

18. produces locally designed materials for and with students and instructional staff;

19. plans and implements media-related staff development activities;

20. cooperates with the local public library;

21. coordinates identification of and access to resources available through other local agencies or community resources, i.e., community resources file;

22. assists in selection of media center support personnel;

23. participates in professional media and educational organizations;

24. seeks opportunities to increase professional skills.

For information concerning the role of superintendents, system media contact people, media coordinators, curriculum coordinators, principals, the instructional staff, and the community in developing school media programs, see Roles in Media Program Development: School and Community.

The Role of The System Media Committee

The Georgia Board of Education requires"...a process for identifying media committees, at the system and school levels, composed of administrators, media specialists, teachers, students and community representatives..." This committee, appointed by the local superintendent, bases its actions on the system's established curriculum and educational goals and objectives. It functions in an advisory capacity to the superintendent and through that position to the local board of education, as well as to the building-level committees. In its role, this committee:

1. recommends media policies and implementation procedures based on state policies and standards;
2. reevaluates media policies and procedures periodically and recommends revisions as necessary;
3. analyzes instructional goals and establishes media objectives and priorities;
4. interprets state/regional standards and policies;
5. assesses systemwide instructional needs, availability of resources, media program development and services;
6. reviews priorities for media budget proposal and recommends budget allocations;
7. plans for immediate/long range media program development
8. establishes procedures to select and evaluate media;
9. recommends procedures to insure copyright adherence;
10. responds through established procedures to formal complaints regarding challenged materials;
11. identifies media-related staff development needs and seeks opportunities to address those needs;
12. encourages cooperative planning between administrative instructional and media personnel;
13. establishes procedures to insure accessibility to all types of media;
14. establishes/maintains cooperation with local agencies;
15. communicates media-related information to schools and the community;
16. evaluates systemwide media services and recommends modification as appropriate;

The Role of The Building Media Committee In Media Program Development

The building media committee should be composed of an administrator, media specialist, teachers, students, and community representatives. Since the role of the committee is based on learner needs and the instructional program, the structure of the building-level media committee may differ from school to school, even within the same system. The building media committee, in addition to addressing media concerns at the school level, provides input to the system media committee. This committee:

1. develops procedures for implementing the system's instructional media and equipment policy;
2. analyzes instructional goals at the system and building levels;
3. establishes media program objectives and priorities;
4. develops immediate/long range plans for media program;
5. recommends priorities for budget proposal;
6. participates in evaluating and modifying media services;
7. recommends media policy revisions;
8. assesses instructional needs and available media resources;
9. establishes processes for insuring input to media selection;
10. recommends procedures for insuring accessibility to all types of materials;
11. encourages cooperative planning among admimistrative, instructional and media personnel;
12. responds through established procedures to formal complaints regarding materials used in the school;
13. recommends procedures to insure copyright adherence;
14. assists with identifying, plannning and implementing media-related staff development activities;
15. provides information to the school and community about available media-related resources and services;
16. recommends procedures for establishing/maintaining cooperation with other agencies, i.e., public library.

State Board of Education
Policies on Instructional Resources

Allotment of Funds

Funds are allotted for maintenance, repair, and purchase of instructional resources based on the number of certificated units. Instructional resources are soft covered texts, hard covered texts, library books, consumable and non-consumable supplies and materials.

Funds are allotted for instructional equipment based on average daily attendance (ADA). Instructional equipment:

* retains its original shape and appearance with use;
* is nonexpendable and is usually more feasible to repair than replace;
* does not lose its identity through incorporation into a different or more complex unit;
* is transportable from one place to another;
* does not function as an integral part of the buildings or grounds;
* is not standard-type furnishings or furniture;
* must perform a mechanical or technical function directly related to instruction;
* has life expectancy in excees of two years.

Funds are allotted for purchase, maintenance, repair, and replacement of equipment for instructional laboratories and for special education.
(Funding in 1983 is $0.75 per ADA).

Policy Requirements

1. Property Accounting for Local and State School Systems, Handbook III and the Instructional Equipment Criteria (IFA) shall be adhered to when expending such funds.
2. Equipment and materials purchased with these funds must adhere to Federal Copyright Law (P.L. 94-553).
3. Each school system is required to develop written policies to insure that expenditures for instructional equipment and media contribute to student goals.
4. Each school system is required to develop policies regarding the selection, procurement and utilization of materials.
5. Appeals concerning instructional media can be brought to the State Board through normal appeals procedures.
6. The Office of Instructional Services provides assistance to local systems in developing and implementing plans for purchasing instructional materials and equipment.

Division of Instructional Media Services

This Division of the Office of Instructional Services, Georgia Department of Education, is responsible for providing both services and resources to education agencies as local media programs are developed to attain student goals identified by the school system. The Division is composed of two units, Media Services and Media Resources.

Media Services Unit provides consultative and technical assistance in planning, organizing, administering and evaluating media programs upon the request of the local system. Position papers concerning aspects of media programs are developed periodically and distributed to meet identified needs. An annual statewide media workshop/conference is designed to meet needs identified by local systems. Audio and videotape duplication services are managed by this unit, as are demonstration/pilot projects such as training programs and statewide resources review processes. Other services include consultative assistance in:

1. Implementing State Board policy on instructional materials and equipment in local systems;
2. Implementing state media standards;
3. Improving system and building-level media programs;
4. Organizing and conducting media-related workshops for school system personnel;
5. Working with teacher training institutions, CESAs and others to improve media program development;
6. Reviewing and making recommendations concerning plans for media facility renovation and construction;
7. Determining instructional television reception and distribution problems and action needed to improve reception/distribution capabilities as well as recommending equipment specifications.

Media Resources Unit develops and produces, acquires, and distributes instructional materials to local educational agencies. These resources may be in one or more of the following formats: instructional television, (ITV)/video, audiotape/slide, 16mm, filmstrip, print and graphics. Specific resources provided are:

1. ITV/video programs, series, and teleconferences produced or acquired for broadcast over the nine television stations of the Georgia Public Telecommunications Commission.

2. 16mm films acquired for and distributed by the three state film libraries to subscribing schools.

3. Print materials produced and distributed to support utilization of nonprint resources and to provide media-related information to local educational agencies: ITV teacher manuals, broadcast schedules/programming information, a monthly newsletter (MEDIA MEMO) for media specialists, 16mm film library catalogs, and a variety of other informational/administrative documents related to state and local media programs.

4. Audio tapes/slides, filmstrips, and graphics to support in-service and staff development activities at the state and local levels are also produced and distributed.

Annual Fall procedures of the Division of Instructional Media Services are the appointment of System Media Contact Persons and the completion of an Instructional Resources Survey.

Address questions concerning resources and services offered by the Division to: Mr. O. Max Wilson, Director, Division of Instructional Media Services, Georgia Department of Education, Twin Towers East, Suite 2054, Atlanta, Georgia 30334 or phone (404 656-5945).

Standards For School Media Centers

In Georgia, three groups are responsible for the development and application of media standards: (I) the State of Georgia, (II) the Georgia Accrediting Commission and (III) the Southern Association of Colleges and Schools. Following are media center requirements which are necessary for accreditation by each of these three groups.

I. State of Georgia

1. The system board of education, under the leadership of the superintendent, has developed a handbook of codified written policies (including rules and regulations) for the school system. The policies include statements related to the selection, procurement and use of instructional materials and equipment.

2. The system maintains an annual inventory of all equipment having an estimated useful life of more than one year and having a unit cost of $300 or more.

3. Each principal maintains adequate records of all funds collected and makes a complete financial report to the superintendent at least quarterly, accounting for all receipts and expenditures and giving a complete annual inventory of school and system-owned property.

4. All instructional, service and support areas must meet or meets applicable standards at the time of construction.

5. A planned program of maintenance insures that instructional equipment operates properly.

6. The essential special equipment, instructional resources and fixtures for each subject matter area are available in adequate quantity and quality for each instructional program.

7. The school has a media center which is accessible to individual students and groups throughout each day of the school year. (Note: Elementary schools with fewer than 400 students may answer yes to this standard if the media center is open throughout the school day, even though a media specialist is employed for only one-half time.)

8. The school has a full-time, certified media specialist. (Note: Elementary schools with fewer than 400 students may answer yes if they have a certified specialist on at least a one-half time basis.)

9. All school-owned print and nonprint media and equipment, except basic textbooks, are organized and made available for use through the media center to individuals to classrooms.

10. All teachers using instructional television use the appropriate schedules and manuals accompanying the televised course of study. Such manuals are available to each individual teacher or in the media center.

11. A current written plan for organized use of community resources is implemented. The school involves community members in planned and coordinated volunteer activities that contribute to instructional objectives.

II. Georgia Accrediting Commission

1. A high school media center must have a consistently growing collection with a minimum of seven books per pupil and other materials suitable for use in a sound instructional program. The organization of the media center collection and the school schedule must facilitate maximum use by pupils during all school hours.
A junior high/middle school media center must have a constantly growing collection with a minimum of ten books per pupil and other materials suitable for use in a sound instructional program.
An elementary school media center must have a constantly growing collection with a minimum of seven books per pupil and other materials suitable for use in a sound instructional program.

2. The qualification and assignments of the media specialist will conform to the following provisions:

Enrollment	Qualifications	Time in Media Center
	A minimum of:	A minimum of:
Up to 250	20 quarter hours	One-half day
251-375	20 quarter hours	Full time
376-750	25 quarter hours	Full time with half-time clerk
751-1,000	Media Specialist (C.L.M.S. or M.S. Certificate)	Full time with full-time clerk
1,000 and above	Media Specialist (C.L.M.S. or M.S. Certificate)	Full time with full-time clerk and one associate media specialist

3. Book storage and storage rooms are clear of litter.
4. Shelving is adequate for materials and equipment.
5. At least $4.00 per pupil enrolled must be spent for library books and other library media, exclusive of equipment, with the school year.

III. Southern Association of Colleges and Schools (High School)

Source: Southern Association of Colleges and Schools. Standards of the Commission on Secondary Schools, 1980 Edition. Atlanta: Southern Association of Colleges and Schools, 1980.

1. The school's program shall provide essential instructional support services and student personnel services, including library/media, health and guidance.
2. Each school shall have the services of a professionally trained librarian or media specialist who has an appropriate degree or is certified by the state agency as a librarian or media specialist.
3. Additional professional staff in the library or instructional media center shall have at least a bachelor's degree and training in the areas in which they work.
4. All professional staff in the library or instructional media center shall have completed at least 12 semester hours of credit in professional education either as part of the bachelor's degree or in addition thereto.
5. A library or media center professional staff member, without previous experience, shall have two years to complete the 12 semester hours of professional education.
6. Library or media staff members shall earn at least six semester hours of credit, or the equivalency as approved by the State Committee, during each five-year period of employment until thirty semester hours of graduate credit are earned above the baccalaureate degree or until sixty years of age is reached, whichever comes first. The six semester hours of credit, or the equivalency, shall be designed to increase the competency of the staff in the areas in which they teach or work.
7. A school that employs at least two professionally qualified librarians and/or media specialists may, in lieu of any required additional librarians or media specialists, employ two trained paraprofessionals for each additionally-required librarian or media specialist.

8. Minimum Personnel Requirements

Enrollment	Media Specialist
1 - 299	1/2
300 - 499	1
500 - 649	1
650 - 749	1
750 - 999	1
1,000 - 1,249	2
1,250 - and above	

9. Each school shall provide a program of instructional materials services operated from a library and/or an instructional materials center.

10. The library or materials center shall serve as a resource area for the entire educational program.

11. The services and materials provided shall be adequate in quantity, quality and type to assure the breadth and depth in learning necessary for the development of academic skills, vocational competencies, and personal growth.

12. The materials collection shall include usable and acceptable print books as indicated below.

Enrollment	Collection
Up to 100	1,000 volumes
101 - 800	10 volumes per student
801-1,000	8,000 volumes plus 6 volumes per student in excess of 801 students
1,001-1,500	9,200 volumes plus 5 volumes per student in excess of 1,000 students
1,501-2,000	11,700 volumes plus 4 volumes per student in excess of 1,500 students
2,001 and above	13,700 volumes plus 3 volumes per student in excess of 2,000 students

13. Teacher recommendations shall be solicited and considered in purchasing library books and other materials.

14. A newly constructed school shall have at least two books per student upon opening and shall add at least two books per student per year until the basic collection is reached.

15. The materials collection shall also include periodicals appropriate for and related to the interests of the students. The subscription list shall include no fewer than 10 titles or one for each 25 students in membership, whichever is greater. If justified by use, additional copies if the subscription list exceeds 30 titles.

16. The distribution of periodicals shall represent all areas included in the instructional program. One or more daily metropolitan newspapers and one or more local newspapers shall be included.

17. Nonprint materials shall be provided in the library/ materials collection as indicated by the needs of the instructional program.

18. Materials cataloged using a standard system.

19. Circulation records shall be kept on both a daily and monthly basis for the purpose of evaluation student use of the library.

20. Any school having a mean monthly circulation of less than 25 percent of its membership, as of the date of the annual accreditation report, shall provide reasons for circulation in writing with the annual report to the State Committee.

21. Each student shall have regular and frequent access to the library on either an individual or a class group basis. In no case shall such access occur on fewer than two days per week.

22. Appropriate space shall be provided for the library/ instructional materials service center. Space shall be provided for the shelving of books using standard library equipment.

23. Space and proper installation shall be provided for the use of all instructional equipment intended for use in the library and/or center.

24. Storage space with appropriate surfaces shall be provided for all portable instructional equipment.

25. Seating and work space for students and teachers using the library or center shall be provided using standard library furnishings as appropriate for the size of the school.

26. In addition to maintaining the minimum basic book collection, each library/media center shall be provided with funds as indicated in the following chart for the purchase of periodicals, library supplies, and nonprint materials.

Enrollment	Expenditure Requirements
Fewer than 100	$500
101 - 800	$500 plus $4.00 per student in excess of 100
801-1,000	$3,300 plus $4.00 per student in excess of 800

(Elementary School Requirements)

Source: Southern Association of Colleges and Schools. Commission on Elementary Schools. Policies, Principles, and Standards for the Accreditation of Elementary and Middle Schools, 1981-82. Atlanta: Southern Association of Colleges and Schools, 1981.

1. The school library shall be an instructional media center, with the librarian serving as media specialist, and shall offer a comprehensive program of library services to children and teachers--such as story hour activities; teaching of library skills; checking out books, opportunities for independent study; group research; browsing; use of printed and audiovisual materials; and providing curricular materials.
2. Physical facilities shall include a library space or spaces, readily accessible to pupils, attractive in appearance, properly lighted, fitted with standard library equipment, and with floor space to provide for a minimum of 40 pupils at one time, adequate space for storage and workroom and for other areas appropriate to a media center.
3. A school with fewer than 264 pupils enrolled shall employ a professionally qualified librarian (media specialist) who shall spend half-time or more in the library (media center). A school with 264 or more students enrolled shall employ a full-time, professionally qualified librarian. A school with 440-659 students enrolled shall employ a full-time, professionally qualified librarian. A school with 440-659 students enrolled shall employ at least one half-time clerical assistant for the library. A school with 660 or more pupils enrolled shall employ a full-time clerical assistant for the library. A school may use professional personnel in lieu of the clerical assistant to meet this standard.
4. Provision shall be made for adequate and appropriate learning materials and equipment for all levels and areas of instruction in the school.

5. There shall be a minimum of $15 per pupil budgeted and expended annually through the regular business office of the school or school system for instructional materials, supplemental reading materials, library books, and other printed materials such as periodicals, pamphlets, and governmental documents; and nonprinted or audiovisual media such as filmstrips, 8mm and 16mm teaching films, transparencies, recordings, tapes, slides, mounted pictures, maps, globes, and models. Basic textbooks and equipment necessary for use of instructional materials shall not be purchased from this allocation.

6. The library shall serve as a multimedia learning center for the school. Its collection of media, both printed and nonprinted, should be varied, up-to-date, and carefully selected in terms of the school curriculum and instructional program.

7. The library book collection shall contain a minimum of 10 books per child or 1,500 books, whichever is greater. No school shall be required to have more than 10,000 books in its library collection. Library books on order, but not delivered, may be counted as a part of the requirement.

8. The school shall also have various types of audiovisual equipment. The audiovisual equipment shall include an adequate and properly balanced quantity of items such as the following: 16mm motion picture projectors, filmstrip projectors, 8mm projectors, tape recorders, record players, television sets, and overhead projectors.

9. There shall be evidence that children have continual access to use of books and other learning materials.

Adequate Program For Education in Georgia (APEG)
Georgia Code Annotated, Chapter 32-A

This act, established by the General Assembly of Georgia March 24, 1974, provides a means whereby recognized needs might more readily be met to provide an adequate education for citizens of the state. The recognized needs are:

1. Providing an equitably financed public educational structure assuring opportunity to develop competencies needed for life roles.

2. Providing students with necessary competencies to develop good physical and mental health, to deal effectively and responsibly with others and to be effective workers and responsible citizens.

3. Establishing and maintaining common minimum standards on a statewide basis.

4. Providing each child with access to a quality program.

5. Providing for program assessment and improvement through staff development, planning, research and experimental programs.

6. Providing for the most efficient use of school facilities so that broader curriculum and more flexible programming will be available to students throughout the calendar year.

7. Providing a method whereby all Georgians shall pay their fair share of the cost of such programs.

The following sections of the act are of particular interest to media personnel (as operative 1983):

The State shall assure that funds will be available for instructional personnel, media and equipment, and other necessary operating expenses for general and occupational education for children, youth and adults, including those with special needs.

The State provides for distribution of a sum of money which shall be not less than $500 multiplied by the number of certified instructional units for the maintenance, repair and purchase of instructional media. (1983/84 funding at $450).

The State provides funds for the purchase, maintenance, repair and replacement of equipment.

The State Board of Education shall allot administrative and supervisory personnel to local units of administration according to a formula basis and shall include, but not be limited to ...librarians.

The State Board of Education provides funds to local units of administration for the non-certified administrative and clerical personnel to relieve the principal, classroom teacher and other professional personnel of routine administrative and clerical activities so that they may more properly, effectively and efficiently enhance the instructional program.

The State Board of Education shall provide funds to local units of administration for the purpose of employing classroom aides and paraprofessionals to assist teachers and other certified professional personnel in the performance of their duties.

The State Board of Education assures that every student in Georgia's public schools shall be housed in a facility which is well designed and adaptable to the programs offered, which is structurally sound and well maintained, with adequate space and equipment to meet each students instructional needs. Capital facilities include building, fixtures, and equipment necessary or desirable for effective and efficient operation of the public schools and shall be deemed to include... libraries.

The State Board of Education establishes common minimum requirements which each public school facility must meet in order to be certified for use in any component of the educational program of a school.

The State Board of Education shall adopt policies and procedures to ensure that each school facility meets minimum standards as determined by State Board policy.

The State Board of Education shall adopt and prescribe all rules, regulations and policies required by the Act.

The State Board of Education shall provide, by regulation, for certifying and classifying all teachers and other certificated professional personnel employed in the public schools. Professional personnel shall include... school librarians.

Media Center Facility Requirements

The media center is divided and subdivided into areas according to functions. While all areas may not be separated from each other by walls, the functional areas should be distinct and those which interact most frequently placed in proximity to one another. Planners should carefully analyze the work and traffic flow of all media program activities to insure specification of the best possible functional relationships. In some situations, it may be logical to combine similar functions for more effective use of space and equipment. While minimum square footage requirements are determined by ADA, note that an adequate media program may necessitate more than minimum requirements.

The media center shall include the space to accommodate the functions and subfunctions described below, regardless of ADA. The functions must be included within the minimum required total area, but relationships between and space allocated to each function are to be determined by the system planning groups.

Functional Area Requirments:

1. Circulation, display in which media is checked in and out and special media are displayed. This area should be near the entrance to and exit from the media center.

2. Reading, browsing, listening, viewing and studying in which students and techers use media individually or in small groups.

3. Conference in which groups use media without disturbing or being disturbed.

4. Collection which contains shelving to house the media center's instructional resources and the space needed by users to use the collection. There are specific requirements for shelving of the instructional resources:

Shelving scaled to the size/age of the users shall:

- Accommodate 15 print/non-print items per ADA
- Be estimated on the basis of eight items per linear foot
- Be placed on the perimeter or in stack areas if over 42 inches in height
- Not exceed 42 inches in height in K-4 media centers
- Not exceed 66 inches in height in upper elementary and middle schools
- Not exceed 84 inches in height in high schools
- Be no more than 3 feet long between supports
- Have a minimum of 4 feet between rows of shelves
- Have a Minimum of 5 feet between rows of shelves and furniture involving seating or traffic

Access aisles should allow unobstructed flow of traffic.

5. Production provides students and teachers with space, materials and equipment resources for creation of instructional materials (may include a darkroom).

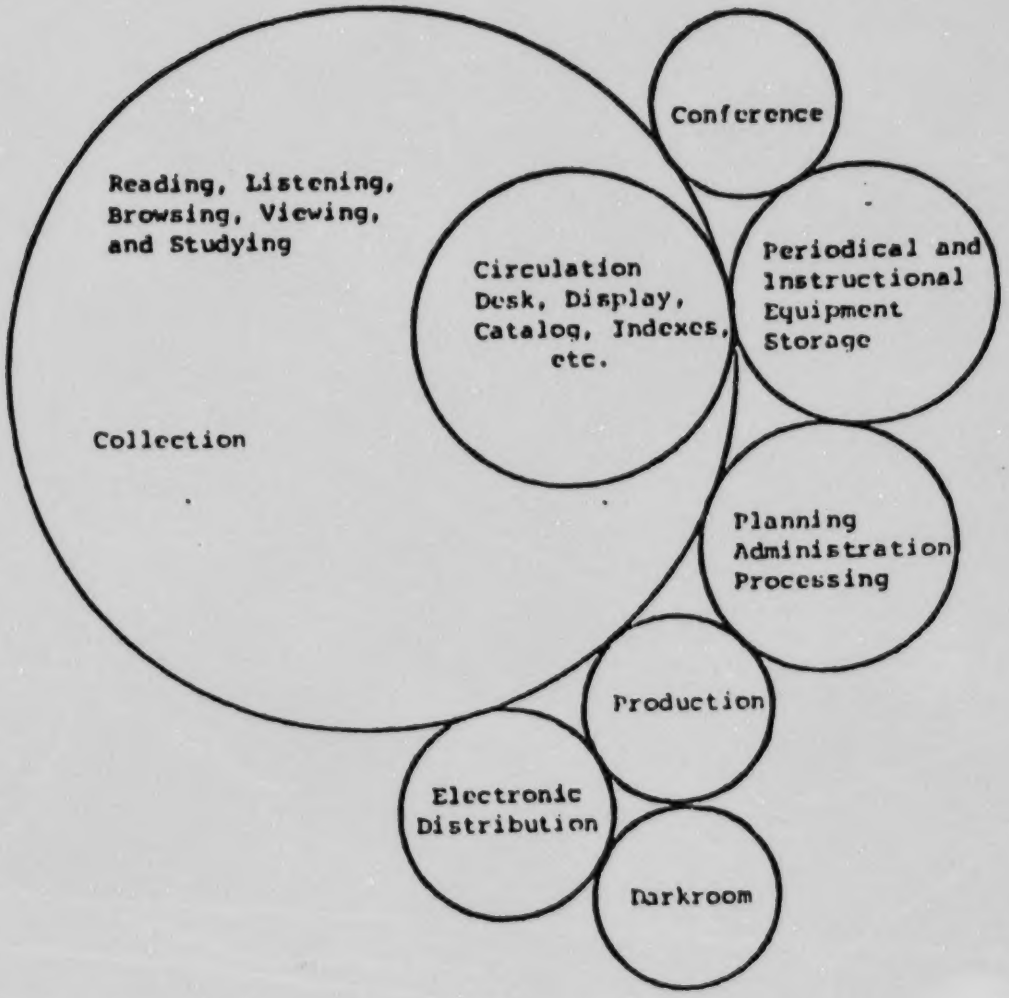
6. Electronic distribution includes equipment which provides a variety of capabilities. The system can receive television and radio signals and transmit these signals to the appropriate instructional area(s); programs can be recorded for later playback to the appropriate instructional area(s). The head-end of the system must be in the media center in an area set aside for recording and playback of television programs; the walls of this area should not be load-bearing. A drawing showing engineering details of the electronic distribution system must be permanently displayed in this area.

7. Administration and planning needs to be accessible to staff members at all times. Media specialists need a space for planning with teachers and students.

8. Processing is used by staff for ordering, processing, organizing and inventorying the media center collection.

9. Periodical and instructional equipment storage includes specially designed shelving, movable carts for instructional equipment and standard adjustable shelving to accommodate back files of periodicals. For maximum utilization, the room should be long and narrow and have two doors (one to the media center and the other to an outside hallway) so that equipment can be taken and returned to the storage area after use elsewhere in the school. For security, this door should have a locking system which operates on both sides of the door so that the media specialist must be involved at any time the door would be opened. The door should be considered an emergency exit only because of the need for this security.

Function influences the kind, size and position of these spaces. The following diagram attempts to name the needed spaces and points out the interrelation of the various areas. The size of the various circles only approximates possible size relationships. Some schools combine compatible functional areas in their plans.



Minimum Square Footage Requirements

The minimum required square footage per ADA* in increments of 25, representing the minimum space within which the given ADA can function, is listed in the following chart. This square footage includes the total area of the media center including all required functional areas.

ADA	Min. Sq Footage	ADA	Min. Sq Footage	ADA	Min. Sq Footage
0-250	1900 min.	1001-1025	4425	1751-1775	6675
251-275	1995	1026-1050	4500	1776-1800	6750
276-300	2090	1051-1075	4575	1801-1825	6825
301-326	2185	1076-1100	4650	1826-1850	6900
326-350	2280	1101-1125	4725	1851-1875	6975
351-375	2375	1126-1150	4800	1876-1900	7050
376-400	2470	1151-1175	4875	1901-1925	7125
401-425	2565	1176-1200	4950	1926-1950	7200
426-450	2660	1201-1225	5025	1951-1975	7275
451-475	2755	1226-1250	5100	1976-2000	7350
475-500	2850				
501-525	2925	1251-1275	5175	2001-2025	7425
526-550	3000	1276-1300	5250	2026-2050	7500
551-575	3075	1301-1325	5325	2051-2075	7575
576-600	3150	1326-1350	5400	2076-2100	7650
601-625	3225.	1351-1375	5475	2101-2125	7725
626-650	3300	1376-1400	5550	2126-2150	7800
651-675	3375	1401-1425	5625	2151-2175	7875
676-700	3450	1426-1450	5700	2176-2200	7950
701-725	3525	1451-1475	5775	2201-2225	8025
726-750	3600	1476-1500	5850	2226-2250	8100
751-775	3675	1501-1525	5925	2251-2275	8175
776-800	3750	1526-1550	6000	2276-2300	8250
801-825	3825	1551-1575	6075	2301-2325	8325
826-850	3900	1576-1600	6150	2326-2350	8400
851-875	3975	1601-1625	6225	2351-2375	8475
876-900	4050	1626-1650	6300	2376-2400	8550
901-925	4125	1651-1675	6375	2401-2425	8625
926-950	4200	1676-1700	6450	2426-2450	8700
951-975	4275	1701-1725	6525	2451-2475	8775
976-1000	4350	1726-1750	6600	2475-2500	8850

Schools over 2500 ADA should add 75 square feet per 25 students beyond the 8850 square footage figure.

* ADA--average daily attendance

REFERENCES FOR MANAGEMENT AND ORGANIZATION

AASL and AECT
Baker
Beeler
Brewer
Brown, Norberg and Srygley
Carroll
Chibnall
Chisholm and Ely 1976
Curley and Varlejs
Delaney
Dewey
Educational Facilities Laboratories
Ellsworth and Wagener
Freeman
Galvin, Kimmel and White
Gaver
Gillespie
Hannigan
Hart
Hicks and Tillin
Hug
Leopold
Lisener
Lowrie
Marshall
Nickel
Prostano
Prostano and Prostano
Sears
Spirt
Sullivan
Taggart
Tillin
Tillin and Quinley
Trinker
Turner
Weihs

Complete citations available in the Bibliographic Reference Section of this Study Guide.

SUBAREA II: PERSONNEL ADMINISTRATION

CONTENT SYNOPSIS FOR PERSONNEL ADMINISTRATION

* professional reference sources and periodicals
* professional organizations
* roles and responsibilities of media personnel
* procedures for supervising, motivating, and evaluating
* techniques for group dynamics, leadership, and public relations
* methods of scheduling, record-keeping, budgeting, and reporting

CONTENT OBJECTIVES FOR PERSONNEL ADMINISTRATION

Know basic references that aid in the professional growth and development of media specialists.

Know journals in the media field (e.g., School Library Media Quarterly, Library Journal, School Library Journal, that aid in professional growth and development.

Be familiar with national organizations that aid in professional growth and development (e.g., ALA, AASL, AECT).

Be familiar with Georgia organizations that aid in the professional growth and development (e.g., Georgia Library Association, Library Media Department of Georgia Association of Educators, Georgia Association for Instructional Technology).

Know important aspects of the Georgia State Department of Education's Staff Development program which aid in the professional growth and development of media personnel.

Know the role of institutions of higher learning in the professional growth and development of media personnel.

Know the roles and responsibilities of the professional school media personnel.

Know the roles and responsibilities of media para-professionals.

Know the roles and responsibilities of the adult and student media volunteers.

Know the procedures used in the supervision of media personnel.

Know the procedures used in the evaluation of media personnel.

Know the procedures for motivating media staff members.

Know procedures that apply a knowledge of group dynamics to the specialist's dealings with staff, students, and faculty.

Know important characteristics of leadership style as used by a school media specialist.

Be familiar with inventory techniques.

Understand withdrawal and replacement techniques for instructional materials.

Understand withdrawal and replacement techniques for instructional equipment.

Understand record-keeping (circulation, acquisition, etc.) techniques.

Be familiar with methods used for preparing utilization reports (e.g., evaluation, circulation).

Be familiar with public relation techniques.

Be familiar with methods used for preparing media program reports.

Be familiar with techniques of budgeting for the allocation of funds.

Be familiar with techniques used in writing specifications to be used in purchasing media and equipment.

Be familiar with techniques use in preparing program cost estimates.

Be familiar with techniques for justification of budget requests.

Be familiar with media facility scheduling techniques.

Be familiar with techniques for scheduling personnel and staff.

Be familiar with techniques for scheduling equipment usage.

Be familiar with techniques used in program evaluation.

Selected Professional Reference Sources

Advances in Librarianship

Aids to Media Selection for Students and Teachers

A.L.A. Glossary of Library Terms

A.L.A. World Encyclopedia of Library and Information Services

Audiovisual Equipment Directory

Audiovisual Market Place

Behavioral Requirements Analysis Checklist (BRAC)

Bowker's Annual of Library and Book Trade Information

Children's Media Marketplace

Current Index to Journals in Education

Education Index

Educational Media Yearbook

Elementary School Library Catalog

Elementary School Library Collection

Encyclopedia of Librarianship

Encyclopedia of Library and Information Science

Guide to Reference Books for School Media Centers

Library and Information Science Abstracts

Library General Information Survey (NCES)

Library Literature

Media Equipmment: A Guide and Dictionary

Media Indexes and Review Sources

Media Programs: District and School

Periodicals for School Media Programs

Reference Books for Elementary and Junior High School Libraries

Resources in Education

Senior High School Library Catalog

Selected Library Media Professional Journals

Hornbook

School Learning Resources

School Library Journal

School Library Media Quarterly

Top of the News

Wilson Library Bulletin

National Professional Media Organizations

American Library Association

Oldest and largest national library organization in the world was founded in 1876. This association spans all types of libraries: state, public, school, academic, and special. Emphasis is placed on excellence of library and information services in the areas of education, research, cultural development, recreation and public service. This organization promotes access to information, legislation and funding, intellectual freedom, and public awareness of library services and serves as the umbrella organization for more than eighty special interest groups (e.g., AASL and GLA). Publishes American Libraries.

American Association of School Librarians

Promotes improvement and extension of library media services in elementary and secondary schools as a means of strengthening the educational program. This group also strives to stimulate professional growth and improvement of the status of school librarians and is concerned with the evaluation, selection, and utilization of media as it is used in the context of the school program.

In conjunction with AECT, published Media Programs: District and School, the evaluation tool for school media programs and services. School Library Media Quarterly is the official publication of AASL to its members.

Association for Library Service to Children

The Association for Library Service to Children is interested in the improvement and extension of library services to children in all types of libraries. It is responsible for the evaluation and selection of book and nonbook library materials for and the improvement of techniques of library service to children from preschool through the eighth grade or junior high school age, when such materials and techniques are intended for use in more than one type of library.

Association for Educational Communications and Technology

A national association of members sand subscribers dedicated to the improvement of instruction through technology. AECT members will be found in a variety of job settings, such as libraries, school systems, colleges, universities, hospitals, the Armed Forces, businesses, museums, and government; but they all share a concern for improving instruction through the use of technology. Offers its members professional contacts through the Human Resources Directory, Instructional Innovator, division affiliations, and the AECT National Conference and COMMTEX International Exhibition.

Division of School Media Specialists (AECT)

A division of the Association for Educational Communications and Technology, this organization's purpose is to promote and improve communication among school media personnel sharing a common concern for the development, implementation, and evaluation of school programs. It also provides access to information on how school media programs can be developed around the functions expressed in national standards. School Learning Resources and DSMS Newsletter are the official publications of this division.

Division of Telecommunications (AECT)

DOT is another of many AECT divisions. This group is concerned with television, radio, and other electronically-mediated instruction formats. Emphasis is placed on systems design, production and utilization of these media. Division activities center around the work of eight committees: Distribution, New Technology, Educational Broadcasting, Production, Membership, Professional Development, Communications, and Nominating. The DOT Newsletter is published quarterly and features telecommunication activities and information for DOT members.

State Professional Media Organizations

Georgia Association for Instructional Technologists

The Georgia Association for Instructional Technology (GAIT) is the state affiliate of the Association for Educational Communications and Technology (AECT). The purpose of GAIT is to improve instruction through the systematic development, utilization, and management of learning resources which includes people, processes, and technology. GAIT members represent media practitioners from a diversified group of vocations. The one common thread among the members is involvement in using media in educational endeavors. As a group, GAIT members unite in activities designed to expand and diversify media software and hardware in the pursuit of educational excellence and effectiveness.

A representative sample of the vocations of GAIT members reveals teachers and library-media specialists from public and private schools, media center directors and professors of media education from institutions of higher education, training specialists from medical, government, and corporate organizations, and those who are involved in the commercial aspects of both the equipment and software marketplace. Membership in GAIT can be initiated during any quarter of the calendar year. Membership categories are classified as regular, supporting (commercial firms), and student. All members are eligible to hold appointed or elected offices or committee memberships. To be eligible to hold the GAIT offices of president,, president-elect, secretary or treasurer, the individual must also be an active member of AECT.

Various activities of GAIT catch the interest and involvement of its members at community, state, regional and national levels. Included among GAIT activities are skill development workshops, professional development seminars, unified efforts to guide legislation, sharing of resources among members, awarding of recognition for media related accomplishments, and developing rapport through various types of meetings. GAIT members meet as a whole in two annual meetings, generally held in the Fall around October and the Winter around February.

Georgia Library Association

The Georgia Library Association is a professional organization for librarians who work in school, public, academic, and special libraries. The Association publishes a quarterly journal, The Georgia Librarian, and sponsors a biennial conference as well as numerous workshops and seminars presented in various sections of the state. These meetings feature topics of interest to librarians in general and also focus on concerns of those working in specific types of libraries. The School and Children's Library Division is a unit of GLA composed of school media specialists and public librarians who work with children. This division sponsors programs and workshops of special interest to it members and is an affiliate of the American Association of School Librarians.

Georgia Library Media Department

The Georgia Library Media Department (GLMD) is affiliated with the Georgia Association of Educators (GAE), which in turn is affiliated with the National Association of Educators (NEA). This organization serves to strengthen the ties between media specialists and their fellow teachers at a professional level. Since 1977, GLMD has also been affiliated with the American Association of School Librarians.

GLMD provides opportunities for exchange of ideas, information and skills. Membership dues: provide a newsletter, a handbook and a membership directory; promote "Media Day in Georgia," and sponsor the Georgia Student Media Festival, the mid-Winter Staff Development Conference and the Spring meeting.

REFERENCES FOR PERSONNEL ADMINISTRATION

AASL and AECT
Ashiem
Beeler
Carroll
Daniel
Dyer
Ellsworth and Stevens
Freeman
Galvin, Kimmel and White
Garvey
Gaver
Henzel
Hicks and Tillin 1977
Kohn and Tepper
Liesener
Loertscher
Mangieri and McWilliams
Mohajerin and Smith
Peterson
Pollette 19732
Prentice
Prostano
Robotham and LeFleur
Rosenberg
Sullivan 1971
Turner
Vandergrift
Wilkinson

Complete citations for these references are available in the Bibliographic Reference Section of this Study Guide.

SUBAREA III: INSTRUCTION/CURRICULUM

CONTENT SYNOPSIS FOR INSTRUCTION/CURRICULUM

* knowledge of the characteristics of students' physical, mental, emotional, and social development as related to planning media facilities and activities
* knowledge of testing techniques and methods used to determine student characteristics
* knowledge of influences on school curriculum
* knowledge of curriculum development and planning processes
* knowledge of techniques for maintaining professional awareness

CONTENT OBJECTIVES FOR INSTRUCTION/CURRICULUM

Be able to apply knowledge of characteristics of student physical development to planning the operation of the media center (e.g., furniture size, activity level, scheduling).

Be able to apply knowledge of characteristics of general student mental development to media selection and program planning.

Be able to apply knowledge of characteristics of general student emotional development in selecting media and planning media activities.

Be able to apply knowledge of characteristics of general student social development in selecting media and planning media activities.

Have knowledge of the technique of criterion-referenced testing in identifying student learning needs.

Have knowledge of the techniques of interviewing as a means of identifying student characteristics.

Have the ability to analyze existing curriculum patterns in relation to staff and students' needs.

Be able to synthesize the appropriate uses of curriculum guides, text materials and other basic curriculum materials to anticipate media needs.

Know how to analyze media needs through classroom involvement.

Be familiar with techniques for maintaining an awareness of curriculum and media trends through the use of professional sources (e.g., journals, films, tapes, interviews), and through on-site examination of exemplary programs.

Be familiar with the various ways in which the community influences the development of curriculum.

Be able to apply knowledge of observation techniques for identifying student characteristics which have implications for planning a media program.

Be able to apply knowledge of the different types of tests (e.g., standardized, teacher-made) used to identify student characteristics which have implications for planning a media program.

Know how to interpret data used to identify student characteristics.

Understand important group process techniques used in developing the curriculum.

Be able to apply the knowledge of an on-going and planned curriculum development and revision to media and program planning processes (e.g., selection, instruction, management).

Understand the impact of the knowledge explosion on curriculum development.

Be able to apply knowledge of inventory methods for identifying student interests and aptitudes which have implications for planning a media program.

Learner Characteristics

In order to develop any instructional materials, the instructor must be able to describe very precisely the students for whom the instruction is designed. A description should include all information that might be relevant to their learning the content or skills to be taught. Some points to consider are:

- sex
- ethnic origin
- attention span
- physical or mental handicaps
- level of motivation
- intelligence
- visual or audio orientation
- verbal ability
- learning style
- age/grade level
- socioeconomic background
- emotional maturity
- dexterity for motor tasks
- special interests
- reading ability
- technical vocabulary
- mathematical ability
- personality characteristics

REFERENCES FOR INSTRUCTION/CURRICULUM

Aaron
Cavert
Chisholm and Ely
Davies
Fleming and Levie
Heinich, Molenda and Russell
Hoover
Hug
Levitan
Nickel
Prostano
Prostano and Prostano
Robtham and LaFleur
Rosenberg
Rossoff
Smith, Stanley and Shores
Sullivan
Swarthout
Taba
Taggart
Thomason
Walker and Montgomery
Wehmeyer

Complete citations for these references are available in the Bibliographic Reference Section of this Study Guide

SUBAREA IV: TEACHING STRATEGIES

CONTENT SYNOPSIS FOR TEACHING STRATEGIES

* knowledge of needs assessment techniques
* knowledge of teaching techniques
* knowledge of guidance techniques
* knowledge of the characteristics of catalog systems and indexes
* knowledge of techniques for teaching use of information sources
* knowledge of the characteristics and care of print materials, nonprint materials, and audiovisual equipment
* knowledge of Georgia Department of Education services

CONTENT OBJECTIVES FOR TEACHING STRATEGIES

Have knowledge of techniques used to identify the needs of individuals, small groups, and total groups (e.g., instructional, recreational, emotional).

Have knowledge of the teaching techniques used in guiding students.

Understand characteristics and uses of techniques such as demonstrating, auto-tutorial, lecturing, and presenting.

Be familiar with teaching methods which employ gaming, simulation, and the use of learning centers.

Understand the techniques for teaching the use of the card catalog in locating information, materials, and equipment (i.e., knowledge of the Dewey Decimal and Library of Congress card catalog systems).

Know the characteristics and uses of indexes (e.g., standard, school and system developed, community resources).

Be familiar with the Georgia state film and tape catalog services and their uses.

Have a knowledge of the Georgia Public Telecommunications Commission (PTV/ITV).

Have a knowledge of the resources available in the local school districts and in the state (including regional library, cooperative educational services agency, Georgia Learning Resources System, and Georgia Library Information Network).

Know the characteristics of bound print materials and techniques for their care.

Know the characteristics of unbound print materials (e.g., magazines, newspapers, pamphlets, and clippings) and techniques for their care.

Know the characteristics of and correct techniques of caring for film (slides, filmstrip, and moving film), globes, charts, and maps.

Know the characteristics of and correct techniques of caring for flat pictures, models, and realia.

Know the characteristics of and correct techniques of caring for audio discs and tapes, video materials, and kits.

Know the characteristics of and correct techniques of caring for computer terminals and videotape recorders.

Know the characteristics of and correct techniques of caring for microforms, film projectors, and overhead projectors.

Know the characteristics of and correct techniques of caring for filmstrip projectors, film/8mm loop machine, opaque projectors, and record players.

Know the characteristics of and correct techniques of caring for slide projectors, cameras, televisions, and videotape equipment.

Film (16mm) Libraries are located in Atlanta, Statesboro, and Tifton. To use this resource, a school must register and pay a fee each year (currently $200). which entitles the school to order four films per week. Multiple registrations are accepted; the fee is required for each. Catalogs and annual supplements are furnished upon request. This service will be phased out in 1985.

Addresses: Atlanta Film Library, 1066 Sylvan Road, SW, Atlanta, Georgia 30310; Statesboro Film Library, Box 2025, GSC Branch, Statesboro, Georgia 30458; Tifton Film Library, Box 18, ABAC Station, Tifton, Georgia 31793.

Broadcast/Duplication Film Collection is available to Georgia public schools through the Georgia Public Television Network broadcast. Yearly registration for this method is available to school systems and costs $.25 per projected school year ADA. Systems can make videotaped copies of the films and distribute them as needed to the schools within the system. Each copy may be held for the entire school year. At the beginning of each school year, additional titles will be added to the service. Participating systems may also obtain copies from the State Video Duplication Center for a charge of $3.50 per title. This service was available for the first time for the 1983-84 school year.

Address: Instructional Media Services, Suite 2054 Twin Towers East, Atlanta, Georgia 30334.

Videotape Duplication Center duplicates videocassettes in 3/4" U-Matic, 1/2" Beta I and 1/2" VHS standard play formats for public schools. Although there is no registration fee, comopletion of a registration form is required; $3.50 is charged per duplication. Schools requesting videotape duplicates must send blank cassettes (one per program to be duplicated) and a check to cover the cost of duplication at the same time the order is placed. Order forms for videotape duplication must accompany each request and are available from the address below. Requests are completed in the sequence in which they are received. Instructional television programs/series and 16mm film titles for which the Department of Education has acquired rights to duplicate are available through this service. Specific instructional television titles are listed in the current ITV Schedule Book and information about the 16mm films with duplication rights can be found in the most current supplement to the Film Library Catalog.

Address: Video Duplication Center, 1066 Sylvan Road, SW, Atlanta, Georgia 30310.

Audio Recording Service duplicates tapes for schools throughout the state. A school must register for the service but there is no charge nor quota. Requests are processed in the order in which they are received. Tape reproduction is offered in either reel-to-reel or cassette format from a collection of available tapes listed in the catalog and supplements. The school furnishes the tape on which the recording is to be made and pays the postage to Atlanta.

Address: Audio Recording Service, 1066 Sylvan Road, SW, Atlanta, Georgia 30310.

Georgia ETV/ITV System

From 1961 to 1982, the Georgia Department of Education operated and held the licenses of the Georgia Educational Television Network. The Department was responsible for programming both the instructional television (ITV) daytime broadcast material as well as public television (PTV) nightime broadcast material. In 1982, the Georgia Public Telcommunications Commission was formed and became the holder of the licenses for the state network. The Department of Education continues to be responsible for the ITV schedule. PTV is operated by the Commission.

Georgia's ITV system provides programming for grades K-12 from 8 a.m. to 4 p.m., Monday through Friday during the school year, pre- and post-planning periods. Most ITV programming is designed to be used in the classroom under the supervision of a teacher. Teacher manuals are provided for most series to assist the teacher in the use of the broadcast materials. To gain greater flexibility in utilizing ITV materials schools can videotape programs off the air for later playback. A schedule book of series' descriptions and broadcast times is available to teachers and media specialists.

Georgia Learning Resources System (GLRS)

GLRS maintains an instructional materials center where special educators, teeachers, media specialists, parents and others can preview and borrow materials for use with exceptional children. The collection includes diagnostic materials, teacher training and professional materials, and child-use instructional materials. Materials are loaned on a short-term basis to provide educational intervention for particular children, to be used by teachers for trial or preview, or to help facilitate selection and purchase decisions.

GLRS provides in-service training through workshops and conferences on (1) effective use of media and educational equipment, (2) new techniques and methods, and (3) innovative instructional materials. Every effort is made to provide workshops which directly relate to the identified needs or interests of each school system. GLRS maintains a video-tape collection of outstanding special education workshops which have been conducted throughout Georgia. In addition, exemplary special education classrooms can be videotaped and these tapes may be borrowed for workshops, in-service meetings or individual previewing.

GLRS sponsors various special projects to introduce innovative ideas and materials being used successfully with exceptional children across the nation. The Select-Ed Prescriptive Materials Retrieval System, Computer-Based Resource Units (CBRU), Educational Research Information Center (ERIC), Materials Analysis and Retrieval System (MARS) and the Master-Teacher Model are some of the educational innovations which GLRS has introduced to Georgia educators.

GLRS acts as an information interchange network. Information is disseminated to special educators about the various areas of exceptionality, about programs and services offered to exceptional children in Georgia and about meetings and conferences of interest to special educators. GLRS also provides information and referral for diagnostic services and educational planning for the severely handicapped child.

Cooperative Education Service Agencies (CESA)

In 1972, Senate Bill 538 made it possible for each school system in the State to become a participating member of one of the Cooperative Educational Service Agencies (CESA). In keeping with Georgia law, the State Board of Education provided for agencies structured along the same boundaries as the Area Planning Development Commission Regions or a combination of these regions.

Cooperative Educational Service Agencies are controlled by Boards of Control, composed of local school board members and superintendents, designated by each member-system board of education. The Board of Control for the agencies has the same responsibility for the operation of the agency as a local board of education has for the operation of a local school system. It should be noted that the areas of service, as well as the volume of service, are determined by the local CESA Board of Control.

Programs may include such activities as purchasing or repair of equipment, consultative assistance to both generalists and content specialists, aid to personnel in participating systems in designing, implementing or expanding educational programs and activities related to the improvement of instruction.

Funding for CESA operations is derived from the following sources: (1) the State Board of Education grants an amount each year for basic operating expenses; (2) additional funds are allocated on the basis of need which reflects enrollment of each member system and the number of member systems; (3) funds are also available for three-year grants for single demonstration projects. All of the financing is based on contracts to supply service programs to member systems; these may be derived from local, state, federal or private sources.

Georgia Library Information Network (GLIN)

GLIN was founded in 1966 under Title III of the Library Services and Construction Act (LSCA). It is funded by both state and federal monies and is administered by the Division of Public Library Service of the Georgia Department of Education. There is no cost to members either for joining the Network or for using its services. Participation in the Network has grown from the original 70 libraries to now include 186 public, academic and special libraries.

The goals of GLIN are:

1. To provide quick access to information over the state in various libraries;
2. To promote interlibrary loan cooperation through a central locator source;
3. To coordinate efforts to provide information from various areas of the state and types of libraries to better serve the users of all libraries;
4. To designate Resource Center Libraries throughout the state in order to better utilize these sources, and to give them additional collection-development funds for the services rendered to borrowing libraries and institutions;
5. To establish workable methods and guidelines to facilitate communications among libraries throughout the state; and
6. To provide a nucleus of statewide interlibrary cooperation statewide, which cross all types of libraries and on which may be built additional cooperative plans.

The Division of Public Library Services contains more than 135,000 volumes, 850 periodicals, 10,000 rolls of microfilm (periodicals and census records), and 275,000 microfiche of government documents, in addition to numerous bibliographic sources.

Requests from school media specialists should be channeled through the local public library. Requests that are not urgent should be handled by mail. For additional information about GLIN, contact the regional library serving your area.

REFERENCES FOR TEACHING STRATEGIES

Bennet
Bellon, Bellon and Handler
Berenson, Carkhuff and Berenson
Biehler
Blazek
Bowers
Bowley
Davies
Delaney
Dyer
Filbeck
Frazier
Gerlach and Ely
Gilstrap
Green and Denogerink
Hardesty and Gatz
Hart
Hawaii State Department of Education
Heinich, Molenda, and Russell
Herring
Hodges
Hoover
Hug
Hyman
Kohl
Leopold
Lewis
Lubans
Margrabe
Martin and Sargent
Merrill and Tennyson
Metropolitan CESA
Nordling
McDonald
Morrow and Suid
Renford and Hendrickson
Samples, Charles and Barnhart
Schramn
Schultze
Shapiro
Thomas
Vandergrift
Wehmeyer
Weil, Joyce and Kluwin

Complete citations for these references are available in the Bibliographic Reference Section of this Study Guide.

SUBAREA V: STUDY, REFERENCE, RESEARCH

CONTENT SYNOPSIS FOR STUDY, REFERENCE, AND RESEAECH

* knowledge of techniques used to teach media skills and use reference sources
* knowledge of techniques used to teach study skills and map skills
* knowledge of media production techniques
* knowledge of procedures used in selecting, evaluating, and acquiring media and equipment
* knowledge of professional terms
* knowledge of procedures for handling challenged materials and gifts
* knowledge of function and composition of school media committees

CONTENT OBJECTIVES FOR STUDY, REFERENCE, AND RESEARCH

Be familiar with the techniques of teaching the uses of various parts of a book (e.g., title page, table of contents, index, graphs, charts, appendix).

Have a knowledge of the techniques of teaching the uses of an encyclopedia.

Have a knowledge of the techniques of teaching the uses of dictionaries.

Have a knowledge of the techniques of teaching the uses of indexes (e.g., Readers' Guide).

Know ways in which film can be used as a medium for study, reference, and research.

Have a knowledge of the techniques of teaching the uses of maps, globes, and atlases.

Be familiar with techniques of designing locally produced media to meet instructional needs.

Be familiar with methods or procedures used to assemble packages of materials.

Know the techniques for teaching purposeful selection of information from sources (e.g., books, periodicals, films, interviews).

Have a knowledge of methods used to instruct students in organizing information.

Have a knowledge of methods used to instruct students in notetaking.

Have a knowledge of methods used to instruct students in finding and recording information.

Be familiar with the techniques for helping users develop skills in interpreting information.

Have a knowledge of techniques to help users make inferences and develop new hypotheses.

Have a knowledge of production processes used for photographic, laminated, VTR, audio, transparent, and graphic materials.

Understand media-user vocabulary (e.g., "Card catalog," "title card," "indexes," "vertical file," "community resources," "ITV," "VTR").

Understand professional terms (e.g., "Books in Print," "ERIC," "Sears," "Inventory," "PPBS," and "GLIN").

Know the important components of a media selection policy.

Know the important aspects of the School Library Bill of Rights.

Know the procedures used for handling challenged materials.

Know the important components of a gift and exchange policy.

Have a knowledge of the functions and composition of the school level media committee.

Know procedures for ordering and receiving instructional equipment.

Be familiar with the following production methods: mounting, lamination, lettering, color, reproduction (mimeo, photocopying, ditto), and sound recording.

Know the general criteria for the evaluation and selection of print materials (e.g., books, magazines, pamphlets).

Know the general criteria for the selection and evaluation of non-print materials (e.g., films, filmstrips, slides, records).

Know the general criteria for the selection and evaluation of equipment (e.g., projectors, record players, overheads).

Know the general procedures recommended for ordering and receiving media.

Have a knowledge of procedures used to withdraw and replace media and equipment.

Georgia State Board of Education Policies
Related to School Media

Source:
Guidelines for the Development of Instructional Media Policies. Georgia Department of Education, 1981.

Instructional Media and Equipment Policy (IFA)

1. Funds spent for instructional media and equipment must relate to the attainment of a system's identified student goals.

2. There must be a process for identifying media committee members and delineating functions of the committee.

3. There must be adherence to federal copyright law P.L. 94-553.

4. There must be adherence to Instructional Equipment Criteria (as stated in IFA) when expending state funds for media equipment.

5. The Property Accounting for Local and State School Handbook III and the Instructional Equipment Criteria (IFA) must be followed when expending funds for instructional resources.

6. The Office of Instructional Services provides assistance to local systems in developing and implementing plans for purchasing instructional materials and equipment.

7. Each school system is required to develop written policies to insure that expenditures for instructional equipment and media contribute to student goals.

8. Each school system is required to develop policies regarding the selection, procurement, and utilization of materials.

9. Appeals concerning instructional media can be brought to the State Board through normal appeals procedures.

Policies Required for School Media Centers:

1. Selection Policy Which Supports Schol Goals
2. Challenged Materials Policy and Procedure
3. Gifts and Exchange Policy

See the following source for sample school policies:
Taylor, Mary M., ed. School Library and Media Center Acquisitions, Policies and Procedures. Phoenix: Onyx Press, 1981.

School Library Bill of Rights
for
School Library Media Center Programs

(Approved by American Association of School Librarians Board of Directors, Atlantic City, 1969)

The American Association of School Librarians reaffirms its belief in the Library Bill of Rights of the American Library Association. Media personnel are concerned with generating understanding of American freedoms though the development of informed and responsible citizens. To this end, the American Association of School Librarians asserts that the responsibility of the school library media center is:

To provide a comprehensive collection of instructional materials selected in compliance with basic written selection principles, and to provide maximum accessibility to these materials.

To provide materials that will support the curriculum, taking into consideration the individual's needs, and the varied interests, abilities, socio-economic backgrounds, and maturity levels of the students served.

To provide materials for teachers and students that will encourage growth in knowledge, and that will develop literary, cultural and aesthetic appreciation, and ethical standards.

To provide materials which reflect the ideas and beliefs of religious, social, political, historical, and ethnic groups and their contribution to the American and world heritage and culture, thereby enabling students to develop an intellectual integrity in forming judgments.

To provide a written statement, approved by the local Boards of Education, of the procedures for meeting the challenge of censorship of materials in school library media centers.

To provide qualified professional personnel to serve teachers and students.

Media Committees

Organized on the local, system, and area levels. Committees should consist of representatives from all constituencies affected by the media program. There are six Area Media Committees, each composed of school media specialists, media coordinators, curriculum supervisors, principals, superintendents, media educators, and state department representatives. These are advisory groups who provide support, improve communication to constituents, and react to policy development. For additional information about Media Committees on the local or system level, see sub-area I (Management and Objectives).

Suggested Sources for Professional Terminology

A.L.A. Glossary of Library Terms

Media Equipment, A Guide and Dictionary

The Definition of Educational Technology (AECT)

REFERENCES FOR STUDY, REFERENCE AND RESEARCH

Alaska State Department of Education
Baker
Bensinger
Biddle
Brown and Lewis
Brown, Lewis, and Harcleroad
Bullough
Cavert
Center for Understanding Media
Chisholm and Ely
Davies
Dequin and Smith
Eastman Kodak Company
Fleming and Levie
Gates
Gaver
Green and Denogerink
Hardesty
Hart
Haas and Packer
Hawaii State Department of Education
Hodges
Kemp
Kueter and Miller
Langford
Leopold
Levitan
Lewis
Lowrie
Lubans
Margrabe
Minor
Minor and Frye
Morrow and Suid
Morse
New York Department of Education
Nickel
Nordling
Palovic
Polette
Renford
Rosenberg and Doskey
Ring
Rossoff

Saunders
Shapiro
Satterthwaite
Sparks
Spirt
Sullivan
Thomas
Vandergrift
Wagner and Stunard
Wehmeyer
Wittich and Schuller
Wright

Complete citations available in the Bibliographic Reference Section of this Study Guide.

SUBAREA VI: SELECTION OF MATERIALS

Content Synopsis for Selection of Materials

* knowledge of factors which influence the selection of materials (school goals, needs, budgets)
* knowledge of selection criteria for materials and audio-visual equipment
* knowledge of procedures for selecting, previewing, and evaluating materials and audiovisual equipment
* knowledge of reviewing sources
* knowledge of available out-of-school resources

Content Objectives for Selection of Materials

Understand the use of the school's objectives/goals in selecting media.

Have a knowledge of techniques used to determine individual student/administrative/faculty support staff needs as each affects the selection process.

Know criteria for selection of media (e.g., content, audience, need).

Have the ability to analyze the selection of media in terms of need, budget consideration and usage.

Understand critical reviews in terms of their use as criteria for selection of media.

Understand the use of books and other aids (e.g., elementary school media collections, NICEM indexes, Wilson Catalog Series) in the selection of print and nonprint materials.

Understand the use of periodicals (e.g., School Library Media Quarterly, School Library Journal, Hornbook, Booklist, Bulletin for the Center of Books for Children, Learning, Media and Methods, Previews, School Learning Resources) in the selection of print and nonprint materials.

Have a knowledge of the specific criteria and procedures used for previewing, examining, and evaluating programmed texts.

Have a knowledge of specific criteria and procedures for reviewing, examining, and evaluating books and textbooks.

Have a knowledge of the specific criteria and procedures for previewing, examining, and evaluating magazines and newspapers.

Have a knowledge of the specific criteria and procedures for previewing, examining, and evaluating paperbacks, government documents, and vertical file materials.

Have a knowledge of specific criteria and procedures used for previewing, examining, and evaluating biographical sources.

Have a knowledge of specific criteria and procedures used to preview, examine, and evaluate encyclopedias.

Have a knowledge of the specific criteria and procedures used to evaluate, examine, and preview dictionaries.

Have a knowledge of specific criteria and procedures used to preview, examine, and evaluate yearbooks, almanacs, manuals, atlases, and gazetteers.

Have a knowledge of the specific criteria and procedures used to preview, examine, and evaluate indexes and abstracts.

Have a knowledge of the specific criteria and procedures used to preview, examine, and evaluate such nonprint visual materials as transparencies, films (non-audio), study prints, slides, photographs, charts, and posters.

Have a knowledge of the specific criteria and procedures used to preview, examine, and evaluate the various types of recordings (e.g., disc, reel-to-reel, tape, cassette, and video).

Have a knowledge of the specific criteria and procedures used to preview, examine, and evaluate the various types of microforms (e.g., microfiche, microfilm, microcard).

Have a knowledge of the specific criteria and procedures used to preview, examine, and evaluate the various types of film (audio), (e.g., super 8, 16mm, 35mm filmstrip).

Have a knowledge of the specific criteria and procedures used to preview, examine, and evaluate toys and games.

Have a knowledge of the specific criteria and procedures used to preview, examine, and evaluate realia and multi-media kits (e.g., mock-ups, models, and dioramas).

Have a knowledge of specific criteria and procedures used to preview, examine, and evaluate works of art and art reproduction.

Have a knowledge of the specific criteria and procedures used to preview, examine, and evaluate materials obtained from rental/lease sources.

Understand the use of the school's instructional goals in selecting instructional equipment.

Know important general criteria to be considered when selecting equipment (e.g., durability, repairability, ease of operation, budgetary concerns, compatibility with software collection).

Know state guidelines pertaining to the selection and acquisition of equipment.

Have a knowledge of procedures for selecting equipment, (e.g., use of selection tools, preparation of equipment specifications, physical examination of equipment).

Be familiar with the relative merits of various projectors and viewers.

Be familiar with the relative merits of various types of recorders.

Have a knowledge of the criteria and procedures used to evaluate and select video and photographic production equipment.

Have a knowledge of the criteria and procedures used to evaluate and select lamination and mounting equipment.

Have a knowledge of the criteria and procedures used to evaluate and select audio equipment.

Have a knowledge of the criteria and procedures used to evaluate and select equipment used to make transparencies.

Have a knowledge of the criteria and procedures used to evaluate and select graphics equipment.

Understand procedures used to replace materials and equipment (e.g., inspection and inventory of materials and equipment, determination of need for repair, replace or discard).

Know the resources and support offered by private collections, rentals, and loans.

Know the resources and support services offered by public collections.

Know the resources and services offered by Cooperative Educational Service Agencies.

Know the resources and support services offered by the Georgia Library Information Network.

Know the resources and serivces offered by ERIC (Education Research Information Clearinghouse).

Know the resources and support services offered by the Georgia State Department of Education (e.g., ITV, consultant serivces).

Know the resources and support services offered by the Georgia State Department of Education Film and Tape Libraries.

Reviewing Sources for School Media Specialists

Source: Dyer, Esther R.,ed. Public, School, and Academic Media Centers. Detroit: Gale, 1981.

Audiovisual Instruction
Booklist
Media and Methods
School Library Journal
School Media Quarterly
Sightlines
Top of the News
Bulletin of the Center for Children's Books
School Learning Resources
VOYA (Voice of Youth Advocates)
Book Review Index
Book Review Digest
Children's Book Review Index
Current Book Review Citations
Media Review Digest
Wilson Library Bulletin
The ALAN Review
EFLA Evaluations

Selection Sources for School Media Specialists

Source: Cawthon, June. Tools of the Trade. Athens, Ga.: Dept. of Educational Media and Librarianship, 1981.

Children's Catalog, A Dictionary Catalog
Junior High School Catalog
Senior High School Catalog
A Basic Book Collection for Elementary Grades
NICEM Indexes
The Elementary School Library Collection
Books for Secondary School Libraries
Core Media Collection for Elementary Schools
Core Media Collection for Secondary Schools
Periodicals for School Media Programs

General Selection Criteria

Authority
Scope
Arrangement
Special Features
Possible Uses
Price
Quality of Construction

Educational Resources Information Center (E.R.I.C.)

Source: Davies, Ruth Ann. "Appendix K." In The School Library Media Program;Instructional Force for Excellence. 3rd ed. New York: Bowker, 1979.

ERIC is a national information system designed and developed by the U.S. Office of Education, and now supported and operated by the National Institute of Education (NIE), for providing ready access to descriptions of exemplary programs, research and development efforts, and related information that can be used in developing more effective educational programs.

WHAT IS ERIC?

- A national information system
- A source for obtaining documents on education
- A network of decentralized information centers

WHAT DOES ERIC DO?

- Collects, screens, organizes, and disseminates reports
- Furnishes copies of educational documents at nominal costs
- Acts as an archive of educational literature
- Prepares interpretative summaries, research reviews, and bibliographies on critical topics in education
- Services information centers throughout the country
- Answers education information questions

WHAT ARE THE ERIC INDEXES?

- Current Index to Journals in Education (CIJE)
- Resources in Education (RIE)

There are 16 Clearinghouses in the nationwide ERIC network and each specializes in a different, multidiscipline, educational area. The ERIC Clearinghouses have responsibility within the network for acquiring the significant educational literature within their particular areas, selecting the highest quality and most relevant material, processing (i.e., cataloging, indexing, abstracting) the selected items for input to the data base, and also for providing information analysis products and various user services based on the data base. The Clearinghouse most related to school media centers is the I.R. Clearinghouse (ERIC Clearinghouse on Information Resources, Syracuse University, School of Education, Syracuse, N.Y. 13210, (315) 423-3640. This center is concerned with management, operation, and use of libraries; the technology to improve their operation and the education, training, and professional activities of librarians and information specialists. Educational techniques involved in micro-teaching, systems analysis, and programmed instruction employing audiovisual teaching aids and technology, such as television, radio, computers, and cable television, communication satellites, microforms, and public television.

REFERENCES FOR SELECTION OF MATERIALS

Anderson
Brown, Lewis and Harcleroad
Cabeceiras
Chisholm and Ely (1976)
Davies
Evans
Freeman
Gardner
Katz
Nickel
Prostano and Prostano
Rosenberg and Doskey
Wittig
Woodbury

Complete citations for these references are available in the Bibliographic Reference Section of this Study Guide.

Bibliographic Reference Section

Aaron, Shirley L. "The Role of the School Media Program in the Curriculum.." Southeastern Librarian, 27, (Winter 1977), 221-226.

Educators are exploring the possibilities of combining the content expertise off the classroom teacher with the unique skills of the library media specialist as an essential ingredient in an instructional program focused on meeting the individual learning needs of the student.

Alaska State Department of Education, Division of State Libraries. Library Media Skills for Students: Curriculum Guide. Juneau: Alaska State Department of Education, Division of State Libraries, 1977. (ERIC Document Reproduction Service No. ED 180 428)

Designed as an aid for librarians and teachers instructing elementary and secondary school students in library media skills. This handbook includes sequential list of such skills, a list of books and media on teaching media skills or the materials used in developing skills programs.

American Association of School Librarians and Association for Educational Communications and Technology. Media Programs: District and School. Washington, D.C.: AECT, 1975.

Designed for use by media personnel, it delineates guidelines, recommendations (media programs) and resources essential for quality media programs designed to meet both school and district objectives.

Anderson, Ronald H. Selecting and Developing Media for Instruction. New York: Van Nostrand Reinhold, 1976.

Guide to determining appropriate non-book materials for instructional purposes and methods for creation of instructional media.

Asheim, Lester. "Librarians as Professionals." Library Trends. 27 (Winter, 1978), 225-257.

A lengthy article examining both historical views about librarians' professionalism and the changes that have evolved since the dissenting sixties.

Baker, D. Philip. School and Public Library Media Programs for Children and Young Adults. Syracuse, N.Y.: Gaylord, 1977.

This book highlights fifty programs, found in public libraries or school media centers, which use media in creative or exemplary ways with children and young adults.

Barrette, P.P. "Microcomputers in the School Media Program." Catholic Library World, 1981, 53(3), 125-132.

Addresses the current and emerging impact of micro-computers on the instructional role of the school media program from a national to building-level perspective, and lists 21 references.

Beeler, M. G. Fancher; Grim, J.; Herling, J. P.; James, S.; Martin, M.W.; Naylor, Alice. Measuring the Quality of Library Service: A Handbook. Metuchen, New Jersey: Scarecrow Press, 1974.

Briefly defines total library service and provides survey of methods currently used to measure the quality of library service. Recommendations for actions to improve service are given and an annotated bibliography is included. Intended primarily for practicing librarians and students of the field.

Bellon, Jerry; Bellon, Elner C.; and Handler, Janet R. Improvement: Principles and Processes. Dubuque, IA: Kendall/Hunt, 1978.

Highlighted are six instructional areas, such as instructional planning and motivation, which are crucial for improvement of student learning outcomes and which have great impact on classroom interactions and behavior patterns. References cited.

Bennett, Nevelle et al. Teaching Styles and Pupil Progress. Cambridge, MA: Harvard University Press, 1976.

An examination of the effect of teaching styles on pupil progress, with special sections on the effect of pupil personality on achievement and classroom behavior. Foreword by Jerome Bruner. References cited.

Bensinger, Charles. The Video Guide. 3rd ed. New York: Scribner, 1982.

A practical paperback guide to the what and how questions of video. Detailed instructions on the use of video equipment and the critical variables involved are included.

Berenson, David H.; Carkhuff, Robert R.; and Berenson, Sally R. The Skills of Teaching: Content Development Skills. Amherst, MA: Human Resource Development Press, 1978.
A guide for pre-service and experienced teachers in analyzing content into skills objectives on an hourly and daily basis. Annotated bibliography included.

_____. The Skills of Teaching: Teaching Delivery Skills. Amherst, Mass.: Human Resource Development Press, 1979.

Skills of lesson preparation, goal-setting and reinforcement.

Biddle, M. L. "Planning and Design of the High School Library Use Instruction Program." Catholic Library World, 1981, 53 (4), 160-163.

The opportunity that high school librarians have to educate the future adult population in the continued use of libraries requires a well-defined plan of library use instruction, interaction with teachers, description of user groups and their informational needs, setting of behavioral objectives, and constant revision of the plan.

Biehler, Robert F. Psychology Applied to Teaching. Boston: Houghton Mifflin Company, 1971.

Written to be used in three ways: (1) as the means for acquiring an organized body of scientific information about teaching, (2) as a source of practical ideas you can refer to during your student teaching and during your first years of professional teaching, (3) as a reference work you can consult whenever you wish to find detailed information on some aspect of teaching.

Blazek, Ron. Influencing Students Toward Media Center Use. ALA Studies in Librarianship, no. 5. Chicago: American Library Association, 1975.

A report on the author's experiment in measuring the amount of teacher influence on student use of the library. Concerns professional responsibilities of media specialists in promoting media center use.

Bowers, Melvyn K. Library Instruction in the Elementary School. Metuchen, NJ: Scarecrow Press, 1971.

A grade-by-grade presentation of materials and methods which have successfully been used to teach skills in the use of the library at the elementary level, including appendixes containing programmed teaching materials and study-discussion outlines for student and teacher.

Bowley, R. L. Teaching Without Tears: A Guide to Teaching Technique; A Compendium of Practical Advice for the Inexperienced School Teacher. New and rev. ed. New York: Philosophical Library, 1967.

A guide to the practical problems the teacher faces daily in the classroom, from discipline and punishment to creating and marking exams.

Brewer, Margaret L., and Willis, Sharon O. The Elementary School Library. Hamden, Conn. Shoe String Press, 1970.

Intended for use by the elementary school librarian, the school administrator, or the parent volunteer, this book provides a theoretical and practical introduction to administration and organization of the elementary school library. Somewhat dated.

Brown, James W.; Lewis, R. B.; and Harcleroad, F. F. AV Instruction: Technology, Media, and Methods. 5th ed. New York: McGraw-Hill, 1977.

Supports the belief that instructional materials should not be used in isolation but interrelatedly and that there are multi-purpose uses for educational media. This book provides production information for audiovisual materials, sources of evaluation and selection criteria for the various forms of media.

Brown, James W., and Lewis, R. B. AV Instructional Technology Manual for Independent Study. 5th ed. New York: McGraw-Hill, 1982.

A workbook/text designed for individualized instruction in basic audiovisual production techniques, the use of audiovisual equipment, and the selection of commercial teaching aids.

Brown, James W.; Norberg, Kenneth D.; and Srygley, Sara K. Administering Educational Media: Instructional Technology and Library Services. 2nd ed. New York: McGraw-Hill, 1972.

Intended primarily as a college text for persons studying educational media, this book provides orientation to administrative aspects related to all the common educational media, print and nonprint. Analyzes the place of media in total instructional system. Bibliography included.

Bullough, R. V. Creating Instructional Materials. 2nd ed. Columbus, OH: Charles E. Merrill, 1978.

This is a practical source book providing production techniques in processes such as mounting, lettering, duplicating, and making transparencies.

Cabeceiras, James. The Multimedia Library, Materials Selection and Use. New York: Academic Press, 1978.

A guide to the process of identifying and selecting all forms of media. Gives detailed criteria for selection and evaluation.

Carroll, Frances. Recent Advances in School Librarianship. Recent Advances in Library and Information Services, Vol. 1. Oxford, Eng.: Pergamon Press, 1981.

International developments in school libraries. Includes sections on cooperation and planning, the school librarian as an instructor, and the education of school librarians.

Cavert, C. E. An Approach to the Design of Mediated Instruction. Washington, D.C.: The Association for Educational Communications and Technology, 1974.

This book provides information linking together the three learning domains for logical design relationships. There is an indepth analysis of the systematic approach to the instructional design elements. This text supports planning which may be validated.

Center for Understanding Media. Doing the Media. 2nd ed., New York: McGraw-Hill, 1978.

This book is a collection of articles on media philosophy, activities, and goals designed for use in the elementary and secondary school levels. It was written for use as a text in media education courses or as a portfolio of ideas for infield teachers and media specialists.

Chibnall, Bernard. The Organization of Media. Hamden, Conn.: Linnet Books, 1976.

Provides the underlying principles behind the process of organization. No detailed instructions for organizing media, but philosophically supports the value of organizing print and non-print materials together.

Chisholm, Margaret E. and Ely, Donald P. Instructional Dedign and the Library Media Specialist. Chicago: American Library Association, 1979.

A clarification of the role of the library media professional in regard to instructional design. There is particular emphasis on the systematic selection of instructional strategies and media.

_____. Media Personnel in Education: A Competency Approach. Englewood Cliffs, NJ: Prentice-Hall, 1976.

Discusses present and future curriculum requirements with criteria and guidelines for selection, use and evaluation of materials. Provides suggestions for training and identifies responsibilities for media personnel.

Curley, Arthur and Varlejs, Jana. Akers' Simple Library Cataloging. 6th ed. Metuchen, New Jersey: Scarecrow Press, 1977.

Provides a simplified adaptation of established cataloging rules for use by small libraries. Includes commonly found abbreviations, a glossary of technical terms, and bibliography of related sources.

Daniel, Evelyn H. "Professionalism of School Librarians and Media Center Management." In Excellence in School Media Programs. pp. 101-110. Edited by Galvin, Kimmel, and White. Chicago: American Library Association, 1980.

Examines the professional status of school library media specialists and encourages them to act with authority in defining their role.

Davies, Ruth Ann. The School Library Media Program: Instructional Force for Excellence. 3rd. ed. New York: Bowker, 1979.

Offering help for media specialists in understanding their role and responsibility in the education process in the wake of a rapidly changing society. Identifies and explores the social, economic, and political changes having impact on education. Includes specific recommendations by NEA for future curriculum building. Bibliography and glossary included. Appendix includes media evaluation guidelines and model school library policy statement.

Delaney, Jack J. The Media Program in the Elementary and Middle Schools. Hamden, Connecticut: Linnet Books, 1976.

Intended primarily for media specialists and students of educational media, this book discusses the organization and administration of the elementary and middle school library. Provides practical suggestions for efficiently operating a media center. Bibliography included. Suggestions for establishing discipline may be found in Chapter 6, "Keeping Order."

_____. The New School Librarian. Hamden, Conn.: Shoe String Press, 1968.

Somewhat outdated but still useful, this book highlights professional considerations such as examining the profession and selecting an appropriate school in which to work. Emphasis is on relations to others, but this text also addresses administrative matters and has a section on federal programs which affect library media centers.

Dequin, H. C., and Smith, J. "Learning Disabled Students Can be Tutors in Library Media Skills." Top of the News, 1980, 36 (4), 352-356.

Suggests highly-motivated learning disabled elementary students can be trained to perform and teach media skills to younger students. Presents the training program used.

Dewey, Melvil. Abridged Dewey Decimal Classification and Relative Index. 11th ed. Albany, New York: Forest Press, 1979.

Designed to assist media specialists in technical processing particularly as it relates to classifying materials according to Dewey Decimal System.

Dyer, Christopher. Role of School Libraries in Education. Hamden CT: Shoe String Press, 1970.

This book discusses the theory and practice of the school library. Now, somewhat dated.

Eastman Kodak Company. Classroom Projects Using Photography. Rochester, NY: Eastman Kodak, 1975.

Practical and exciting suggestions for photography projects with students in the elementary and secondary schools in all subject areas. Each project idea includes objectives, materials needed, procedures, and evaluation. Has a "tools and tips" section.

Educational Facilities Lab. The School Library. New York: E.F.L., 1963.

Somewhat dated, but still useful in planning media center facilities.

Ellsworth, Dianne J. and Norman D. Stevens, eds. Landmarks of Library Literature, 1876-1976. Metuchen, NJ: Scarecrow Press, 1976.

Part One discusses the problems of putting professionalism into practice.

Ellsworth, Ralph E. and Wagener, Hobart D. The School Library. New York: Interbook, 1963.

Primaril;y intended for school librarians and administrators, this study offers specific suggestions for designing secondary school libraries. Abvout half the book consists of illustrations. Bibliography included.

Evans, G. Edward. Developing Library Collections. Littleton, CO: Libraries Unlimited, 1979.

Practical information on producers and distributors of resources, selection policies and procedures, acquisition, weeding, and evaluation. Attention is also given to copyright and censorship.

Filbeck, Robert. Systems in Teaching and Learning. Professional Education Series. Lincoln, Neb.: Professional Educators Publications, 1974.

A systems approach to preparing, implementing and evaluating individualized instruction. Bibliography included.

Fleming, Malcolm, W. and Levie, Howard. Instructional Message Design: Principles from the Behavioral Sciences. Englewood Cliffs, NJ: Educational Technology Publications, 1978.

Presents the concepts and principles of learning as applied to instructional materials.

Frazier, Alexander. Teaching Children Today: An Informal Approach. New York: Harper & Row, 1970.

A guide to establishing informal classroom centers for active learning, with suggestions for purposeful activities, how to groups and organize problems which may be encountered. Bibliography included.

Freeman, Patricia. Pathfinder: An Operational Guide for the

School Librarian. New York: Harper & Row, 1975.

This book provides school librarians wiwth a philosophy of work as well as information about staff management, expenditures, facilities, selection, ordering, processing, circulation, and public relations.

Galvin, Thomas J.; Kimmel, Margaret M.; and White, Brenda H., eds. Excellence in School Media Programs. Chicago: American Library Association, 1980.

A collection of articles by recognized representatives of the school media field who contribute interesting ideas about four topics: The Child, The School Media Center, The Community, and The Future.

Gardner, Richard K. Library Collections: Their Origin, Selection, and Development. New York: McGraw-Hill Book Co., 1981.

The original editor of Choice traces library resources from their origin through the various phases of marketing and distribution to their acquisition into library collections. Appendix includes collection development policies and standards.

Garvey, Mona. Teaching Displays. Hamden, CT: Linnet Books, 1972.

Explains the purpose and use of displays or bulletin boards in the educational setting. Provides a thorough explanation of design techniques for displays and includes sections on lettering, layout, and cartooning.

Gates, Jean Key. Guide to the Use of Libraries and Information Sources. 5th ed. New York: McGraw-Hill, 1983.

Guide to a library's information sources. Includes the organization and arrangement of library resources.

Gaver, Mary Virginia. Services of Secondary School Media Centers: Evaluation and Development. ALA Studies in Librarianship, no. 2. Chicago: American Library Association, 1971.

This study provides a means of evaluating media center programs of secondary schools, with an emphasis on the services provided by those programs. Pages 123-129 provide a checklist of services to use in evaluating school media services.

Gerlach, Vernon S. and Ely, Donald P. Teaching and Media: A Systematic Approach. 2nd ed. Englewood Cliffs, NJ: Prentice-Hall, 1980.

Emphasizes designing teaching strategies on the basis of what the student is to do, produce or become. Special sections on the selection, and use of media in the instructional setting.

Bibliographical references included.

Gillespie, John T. and Spirt, Diana L. Creating a School Media Program. New York: Bowker, 1973.

A basic text on the principles and practices of creating, organizing, and administering a school media center. Includes background material on the history of school libraries.

Gilstrap, Robert and Martin, William R. Current Strategies for Teachers: A Resource for Personalized Instruction. Goodyear Education Series. Pacific Palisades, CA: Goodyear Publications, 1975.

Descriptions of repertoire of teaching strategies which provide the basis for more individualized instructional programs. Annotated bibliography included.

Green, Lee and Denogerink, Don. 501 Ways to Use the Overhead Projector. Littleton, Colo.: Libraries Unlimited, 1982.

Concentrated information in the use and production of overhead projected materials. Includes chapters on handmade, color-lift, thermographic and diazo transparencies as well as special techniques of mounting, masking, and overlays.

Hannigan, Jane Anne and Estes, Glen E., eds. Media Center Facilities Design. Chicago: American Library Association, 1978.

Intended for media specialists and school administrators, this collection of articles focuses on planning or renovation of media facilities. Includes specific planning instruments and charts. Bibliography included.

Hardesty, L., and Gatz, F. "Application of Instructional Development to Mediated Library Instruction." Drexel Library Quarterly, 1980, 16 (1), 3-26.

Outlines principles of instructional development as they are related to particular situations faced by media specialists in teaching library skills. Includes fifty-six references.

Hart, Thomas L., ed. Instruction in School Media Center Use. Chicago: American Library Association, 1978.

This book assists the library media specilist by presenting in lesson plan form, creative instructional activities for teaching study and research skills as well as some production activities. Tests of library media skills are described and teaching activities are correlated with a scope and sequence chart which is provided in the beginning of the book.

Hawaii State Department of Education. Integrating Library Skills into Content Areas: Sample Units and Lesson-Planning Forms. Honolulu: Hawaii State Department of Education, 1979. (ERIC

Document Reproduction Service No. ED 198 833.

Specific examples of units which integrate library skills into the teaching of content areas. Describes lesson-planning forms that may help teachers or librarians.

Heinich, Robert; Molenda, Michael; and Russell, James D. Instructional Media and the New Technologies of Instruction. New York: Wiley and Sons, 1982.

Intended for those in the teaching profession zat all levels who are interested in providing effective educational media. This book examines the design theories of different media formats.

Henzel, Evelyn and Veillette, Peter D. Purchasing Library Materials in Public and School Libraries. Chicago: American Library Assoication, 1969.

A study of school library book-purchasing procedures. Gives recommendations and guiding principles.

Herring, James E. Teaching Library Skills in Schools. Atlantic Highlands, NJ: NFER Publishing, 1978.

Provides ideas and methods to use in teaching library skills and stresses the importance of such instruction.

Hicks, Warren B. and Tillin, Alma M. Developing Multi-Media Libraries. New York: Bowker, 1970.
This book presents the concept of the library as a comprehensive resource center. Philosophy and objectives are discussed and practical information is provided on selecting, acquiring, processing and utilizing equipment and materials, particularly nonbook materials.

Hicks, Warren B. and Tillin, Alma M. Managing Multimedia Libraries. New York: Bowker, 1977.

A three-part book about systematic management of libraries. Case studies illustrate management-by-objectives: philosophy and goal setting, principles of organization, program considerations such as budgeting, processing, and circulating.

Hodges, G. C. "The Instructional Role of the School Library Media Specialist: What Research Says to Us Now." School Media Quarterly, 1981, 9 (4), 281-285.

Reviews selected studies of the curricular and instructional role of the school media specialist. Identifies predominant patterns for libraries, educators, and administrators.

Hoover, Kenneth. The Professional Teacher's Handbook. Boston: Allyn and Bacon, 1976.

A handbook designed for preservice and inservice education in

response to the demand for practical performance-based textbook materials.

Hug, William E. Instructional Design and the Media Program. Chicago: American Library Association, 1975.

A discussion of the vital, integral role which can be played by the media program in the curriculum of the school, with emphasis on helping learners use information from many sources, on many different levels, and in many formats.

_____. "Thoughts on Media Programs: District and School." School Media Quarterly, 3 (Winter 1975), 109-114.

Outlines the standards given in the publication mentioned in the title and urges the use of these standards to create media programs with a purpose.

Hyman, Ronald T. Ways of Teaching. 2nd ed. Philadelphia: J. B. Lippincott, 1974.

An introduction to many different teaching strategies, including discovery, role-playing, simulation games and socio-drama. Bibliography cited.

Katz, William A. Collection Development; the Selection of Materials for Libraries. New York: Holt, Rinehart and Winston, 1980.

Concerned with both the philosophy and the practical aspects of selection, collection development, and collection analysis. School, public, academic, and, to a lesser extent, special libraries are considered. A basic text in the selection of resources.

Kemp, Jarrold E. Planning and Producting Audiovisual Materials. 4th ed. New York: Thomas Y. Crowell, 1980.

Concerns material important to production: the role of audiovisual materials instruction, how to use information about perception, communication, and learning theory in planning materials; and the effect of research evidence on designing and preparing materials. Production techniques and tips are described as well as ideas for utilization.

Kohl, Herbert R. On Teaching. New York: Schocken Books, 1976.

A special look into the complex role of being a teacher and the craft of teaching, including how to observe and listen to students, setting limits on student behavior, and what to do when losing your control in the classroom. Bibliography included.

Kohn, Rita and Tepper, Krysta A. Have You Got What They Want? Metuchen, NJ: Scarecrow Press, 1982.

A workbook suggesting materials, services and programs to

excite students and educators about the library media center.

Kueter, Roger A., and Miller, Janeen. "Slides." In The Instructional Media Library, vol. 13. Englewood Cliffs, NJ: Educational Technology Publications, 1981.

Includes information and guidance concerning the utilization of slides in an educational setting. Offers extensive introductory planning and production information as well as information on slide projection equipment.

Langford, Michael. Visual Aids and Photography in Education. New York: Focal Press, 1973.
Serves as a practical guide to the equipment associated with photography, duplicators, and projectors. A fairly detailed description of "how-to" in producing photographic aids.

Leopold, Carolyn Clugston. School Libraries Worth Their Keep: A Philosophy Plus Tricks. Metuchen, NJ: Scarecrow Press, 1972.

Supports the thesis that the appropriate role of the school librarian is to help students develop the ability to think critically. Suggests learning activities for teaching media skills applicable to many grade levels.

Levitan, Karen. "The School Library as an Instructional Information System." School Media Quarterly, 3 (Spring, 1975), 194-103.

An analysis of the school library as an information center. This article also promotes the library's role as retriever and supplier of information.

Lewis, Zella, comp. Developing Learning Skills Through Library Services, K-12. Chicago: American Library Association, 1981. (ERIC Document Reproduction Service ED 211 095).

Examples of learning activities used to teach library skills in 36 states. Compiled from a 1980 survey requesting library guides used in elementary and secondary schools.

Loertscher, David V., ed. "Research and Schol Librarianship." School Library Media Quarterly. 10 (Winter, 1982), 107-70.

The first of two SLMQ issues devoted to research in the field of school librarianship, this one: (1) examines the basic components of research, (2) assesses the level and type of school library research, (3) analyzes techniques of reading research and applying it at the local level.

Lowrie, Jean. Elementary School Libraries. 2nd ed. Metuchen, NJ: Scarecrow Press, 1970.

A handbook covering the role and responsibilities of elementary-level media specialists. Includes curriculum support community relations, and administrative functions.

Lubans, John, Jr. "Mediated Instruction: An Overview with Emphasis on Evaluation. Drexel Library Quarterly, 1980, 16 (1), 27-40.

Reviews the extent to which educational media are employed in library instruction, the types of methods used to evaluate mediated instruction, and possible future developments in the field.

_____. Progress in Educating the Library User. New York: Bowker, 1978.

A state-of-the-art review f library instruction with articles written by a variety of contributors. Of particular interest to school media specialists are the articles: "Recent Directions in Educating the Library User: Elementary Schools" and "The High School Library and the Classroom: Closing the Gap." Includes an extensive bibliography and a list of library instruction clearinghouses, directories, and newsletters.

McDonald, Blanche. Methods That Teach. 4th ed. Dubuque, Iowa: W. C. Brown, 1978.

A storehouse of practical ideas and instructional methods to use in developing lesson plans for many subject areas.

Mangieri, John N. and McWilliams, David R. "The What, How, and When of Professional Improvement." Educational Leadership, 38 (April, 1981), 535-37.

Suggests a five step process for a media specialist or teacher and a supervisor to use in identifying performance problems, delineating strategies for improvement and establishing a method of evaluation.

Margrabe, Mary. The "Now" Library Media Center: a Stations Approach with Teaching Kit. Washington, D.C.: Acropolis Books, 1973.

An excellent source which shows you how to set up a variety of teaching stations which include activity sheets relating to specific media skills.

Marshall, Faye Dix. Managing the Modern School Library. New York: Parker Publishing Company, 1976.

Intended as a practical guide for the experienced school librarian, but may benefit preservice media professionals as well. Offers practical ways to use the library, and this book coordinates curricular learning activities. Suggestions in managing personnel and public relations are offered. Glossary of technical terms included.

Martin, Betty and Sargent, Linda. The Teacher's Handobok on the School Library Media Center. Hamden, Conn: Shoestring Press, 1980.

Information on the instructional use of materials and technology which relates the media center to classroom teaching and learning. Valuable bibliography included.

Merrill, M. David and Tennyson, Robert D. Teaching Concepts: An Instructional Desiogn Guide. Englewood Cliffs, NJ: Educational Technology Publications, 1977.

A detailed guide to the design, development, selection, and arrangement of instructional material which helps students more effectively and efficiently. References cited.

Metropolitan Cooperative Educational Service Agency. Learning--Alive and Swell in the Media Center: An Activities Approach to Library Skills. Atlanta: Metropolitan Cooperative Educational Service Agency, 1974.

A teaching manual for instruction in library-use skills through activities requiring active student involvement--games, simulations, writing and media activities. A bibliography of audiovisual materials is included.

Miller, Rosalind and Terwillegar, Jane. Commonsense Cataloging. Chicago: H.W. Wilson, 1983.

Includes the new AACR II applications.

Minor, Edward O.. Handbook for Preparing Visual Media. 2nd ed. New York: McGraw-Hill, 1978.

Prepared for teachers, librarians, and other educators who would like to create effective visual aids for use in the classroom, but believe they need production guidelines to follow because they lack necessary artistic skills. Good step-by-step illustrations in production techniques.

Minor, Edward O. and Frye, Harvey R. Techniques for Producing Visual Instructional Media. 2nd ed. New York: McGraw-Hill, 1977.

A simple manual for anyone preparing visual aids to use in instructional settings. Offers clear-cut, non-technical explanations accompanied by helpful illustrations and examples of finished products.

Mohajerin, Kathryn S. and Smith, Erle P. "Perceptions of the Role of the School Media Specialist." School Media Quarterly 9 (Spring 1981), 200-204.

Study report concerning the degree of acceptance of the media specialist in the instructional development role as perceived by others in the school setting.

Morse, Grant W. The Concise Guide to Library Research. New York: Washington Square Press, 1966.

A useful guide in how to use the library for research--from choice of topic to obtaining general, and then specific information.

New York State Education Deparatment, Bureau of School Libraries. The Elementary Library Media Skills Curriculum: Grades K-6. Albany, N.Y.: New York State Education Department, Bureau of School Libraries, 1980. (ERIC Document Reproduction Service No. ED 205 199)

Developed to encourage the integration of K-6 library skills into the courses of study recommended and customarily followed by elementary schools in New York State. This curriculum guide provides suggested stratagies, and a taxonomy of library media skills.

Nickel, Mildred L. Steps to Service: A Handbook of Procedures for the Scool Library Media Center. Chicago: American Library Association, 1975.

Gives practical suggestions and guidance to school librarians. Contains sections on budget, administration, facilities, and library activities. Excellent list of current selection aids for various types of print resources, and directory of publishers, producers, and suppliers.

Nordling, J. A. Dear Faculty: A Discovery Method Guidebook to the High School Library. Westwood, Mass.: Faxon, 1976.

Details a variety of high school research projects to help the teacher work with a library which has limited resources o or with students who are unable to use the library effectively. Each project can be used with a large group and each will acquaint the students with basic reference tools. The worksheets are very helpful and can be easily duplicated.

Olson, Nancy B. Cataloging of Audiovisual Materials. Mankato, MN: Minnesota Scholarly Press, 1981.

A manual for cataloging based on AACR II.

Prostano, Emmanuel T. and Prostano, Joyce S. The School Library Media Center. 2nd ed. Littleton, Colo.: Libraries Unlimited, 1982.

The focus of this book is on the purpose, structure and function of the school media center. Emphasis is on applying basic management functions to the library media program in the individual schchool as well as to district level programs. References are provided for continued study.

Prostano, Emanuel T. School Media Programs: Case Studies in Management. Metuchen, N.J.: Scarecrow, 1974.

The case study method, used to convey a problem or issue

which requires analysis, investigation, or consideration of alternatives, is the basis for this collection of school media problems. The cases cover a range of areas including: personnel management, facilities, evaluation, organization, and curriculum.

Palovic, Lora and Goodman, Elizabeth B. The Elementary School Library in Action. West Nyack, N.Y.: Parker, 1968.

The purpose of this book is to provide guidelines and suggestions to meet the needs of teachers, parents, and librarians in teaching the use of an organized, centralized collection. Each chapter treats a phase of library skills in a manner appropriate for elementary students.

Peterson, Ralph L. A Place for Caring and Celebration: School Media Centers. Focus on Trends and Issues, No. 4. Chicago: American Library Association, 1979.

Answers the question, "What am I, a school media specialist, all about?", with emphasis on the importance of the teaching and caring aspects of the position.

Polette, Nancy. In-Service: School Library/Media Workshops and Conferences. Metuchen, NJ: Scarecrow Press, 1973.

Discusses training of paraprofessionals, aides, and volunteers. Also provides suggestions for library/media training for teachers.

Polette, Nancy and Hamlin, M. Reading Guidance in a Media Age. Metuchen, N.J.: Scarecrow, 197.

Ways to introduce literature to children which include book games, drama, puppetry, and various mediated experiences. Also gives suggestions for reaching parents and luring them to the library.

Pond, Patricia P. "The School Library Media Specialist and Professional Associations." In Excellence in School Media Programs, pp. 164-176. (Edited by Galvin, Kimmel and White). Chicago: American Library Association, 1980.

Discusses the advantages of belonging to a professional media organization and provides statistics about present membership of such organizations.

Prentice, A. E. "Directions for School Library Media Specialists in the 1980's." Tennessee Librarian. 33 (Winter, 1981), 27-31.

This article discusses the changes which are taking place in school libraries, particularly the development of networks, use of technology, and problems of inadequate funding.

Renford, Beverly and Hendrickson, Linnea. Bibliographic Instruction: A Handbook. New York: Neal-Schuman, 1980.

A guide for those involved in developing or improving library-user education programs. Includes program planning, orientation, printed guides, course-related/integrated courses, credit courses, workbooks, and computer-assisted instruction. Emphasis is on academic libraries.

Ring, A. Planning and Producing Handmade Slides and Filmstrips for the Classroom. Belmont, Calif.: Fearon Pitman , 1974.

Practical guide to simple production techniques for handmade slides and filmstrips. Includes masters for both formats along with step-by-step instructions, ideas for use, and sample works fo both types.

Robotham, John S. and LaFleur, Lydia. Library Programs: How to Select, Plan and Produce Them. 2nd ed. Metuchen, NU: Scarecrow Press, 1981.

This book gives the mechanics of integrating programming into the library by administering them as an integral facet of the library.

Rosenberg, Kenyon C., and Doskey, John S. Media Equipment, A Guide and Dictionary. Littleton, Colo.: Libraries Limited, 1976.

Selection and evaluation of media equipment. Suggestions for equipment maintenance programs. Excellent illustrations support the iinformative text.

Rossoff, Martin. The Library in High School Teaching. 2nd ed. New York: H. W. Wilson, 1961.

This book strives to familiarize teachers with the merits of the school library media center as a resource in teaching and provides examples to show how different teachers utilize the library resources to enhance their own performance.

Rowntree, Derek. Educational Technology in Curriculum Development. New York: Harper & Row, 1974.

Educational technology is concerned with the design and evaluation of curricula and learning experiences.

Samples, Bob; Charles, Cheryl; and Barnhart, Dick. The Whole School Book: Teaching and Learning Late in the 20th Century. Reading, Mass.: Addison-Wesley, 1977.

A humanistic approach to teaching and learning which focuses on nurturing teachers who want to teach, care both about themselves and their students, and have a good sense of humor.

Satterthwaite, L. Graphics: Skills, Media, and Materials. 3rd ed. Dubuque, Iowa: Kendall/Hunt, 1977.

Intended as a guide for students in introductory media courses. This text is divided into the general categories of selection/evaluation, production, operation, and utilization. Provides easy-to-follow steps in production in the areas of lettering, mounting, duplication, display systems, photography, audio production and television.

Saunders, Helen E. The Modern School Library. 2nd rev. ed. by Nancy Polette. Metuchen, N.J.: Scarecrow Press, 1975.

This text offers many specific suggestions for incorporating various media formats in center activities. Emphasis includes instruction, utilization, and evaluation as components of the media program. Includes a list of selection tools for secondary school libraries.

Schramm, Wilbur. Big Media, Little Media. Beverly Hills: Sage Publications, 1977.

Assembles and reviews the existing information on the choice of media for instruction, especially on the choice between big and little media.

Schultze, Donald E. All About Teaching: An Introduction to a Profession. Washington, D.C.: University Press of America, 1978.

An overview of the historical development of American public school systems. Focuses on individual differences among learners, as well as what makes a good teacher.

Sears, Minnie Earl. Sears List of Subject Headings. 11th ed. Edited by Barbara M. Westby. New York: H. W. Wilson, 1977.

Primarily designed to assist librarians and school media specialists in technical processing of materials in respect to subject heading selection. Rules are explained and then the remainder of book is a list of approved subject headings.

Shapiro, Lillian L. " Library Instruction: A Difficult Dilemma." Catholic Library World, 1981, 53 (4), 185-188.

Discusses the need for library instruction, what should be taught.

_____. Serving Youth: Communication and Commitment in the High School Library. New York: Bowker, 1975.

Concerns psychological and sociological findings which affect the high school library media program and suggests the type of personnel needed.

Smith, B. Othanel; Stanley, William O.; and Shores, J. Harland. Fundamentals of Curriculum Development. Rev. ed. New York: Harcourt, Brace and World, 1957.

A look at the practical application of basic principles of curriculum planning in determining educational direction, selecting educational experiences and making changes in existing curriculum. Bibliography included.

Sparks, J. D. Overhead Projection. The Instructional Media Library (Vol. 10). Edited by J. E. Duane. Englewood Cliffs, N.J.: Educational Technology Publications, 1981.

Presents information regarding the use and the subject applications of the overhead projector; the design and production of transparencies; and sources of prepared transparencies, transparency masters, and transparency materials. Offers practical sugggestions and ideas for transparencies as well as design tips.

Spirt, Diana L. Library/Media Manual. New York: H. W. Wilson, 1979.

Designed as an aid for secondary students or media specialists who need a self-study approach to library use instruction. Some focus on policies, resources and organization of media center.

Sullivan, Peggy (Project Director). Impact: The School Library and the Instructional Program. Chicago: American Libary Association, 1967.

Report on Phase I. of the Knapp School Libraries Project.

Sullivan, Peggy. Problems in Schol Media Management. New York: Bowker, 1971.

Thirty case studies are presented as problem-solving exercises in school media management. Situations include: library instruction, supervision, challenged materials, theft of materials, communication, and discipline.

Swarthout, Charlene R. The School Library as Part of the Instructional System. Metuchen, N.J.: Scarecrow Press, 1967.

Focuses on the school media center as a vital instructional force in the school curriculum, in terms of curriculum planning, child development, selection of materials and professional competencies. Bibliography included.

Taba, Hilda. Curriculum Development: Theory and Practice. New York: Harcourt, Brace and World, 1962.

A classic examination of the theory of curriculum development with emphasis on design and organization of curricular content; societal and cultural influences on curriculum; and the effects of development, intelligence, society and culture on learning.

Taggart, Dorothy T. Management and Administration of the School Library Program. Hamden, Conn.: Shoe String Press, 1980.

A source book for media specialists on management and administration of the library media center. Includes glossary, directory of publishers, list of professional organizations, periodical indeses, and sources of material and equipment.

Thomas, James L. Turning Kids on the Print Using Nonprint. Littleton, Colo.: Libraries Unlimited, 1978.

Objectives and procedures are presented for many varieties of media productions.

Thomason, Nevada Wallis. The Library Media Specialist in Curriculum Development. Metuchen, NJ: Scarecrow Press, 1981.

A compilation of readings which give current information about the new role of the media specialist in the educational process.

Tillin, Alma M. School Library Media Center Procedures. Madison, Wis.: Demco Educational Corporation, 1977.

A manual explaining the necessary procedures for the school library media center to function: selection, acquisition, cataloging, physical processing, circulation and storage.

Tillin, Alma M. and Quinly, William J. Standards for Cataloging Nonprint Materials. 4th ed. Washington, D.C.: Association for Educational Communications and Technology, 1976.

This work presents the rules of nonprint cataloging in an understandable manner and provides numerous examples.

Trinkner, Charles L. ed. Better Libraries Make Better Schools. Contributions to Library Literature, no. 4. Hamden, CT: Shoe String Press, 1962.

Articles by various writers on topics related to school library administration and services. Somewhat dated now.

Turner, Philip M. Handbook for School Media Personnel. 2nd ed. Littleton, Colo.: Libraries Unlimited, 1980.

A handbook of practical information for the person charged with administering the nonprint portion of an instructional media program. Included are sections on communication, equipment distribution, selection, maintenance, inservice, student production, and student assistants.

Vandergrift, Kay E. The Teaching Role of the School Media Specialist. School Media Centers: Focus on Trends and Issues, no. 3. Chicago: American Library Association 1979.

Discusses the media specialist's role and provides a sample workshop format for teachers.

Wagner, Betty J., and Stunard, E. Arthur. Making and Using Inexpensive Classroom Media. Palto Alto, CA: Learning Handbooks, 1976.

A practical guide for teachers and students to use in the production of simple visual aids. It introduces various display techniques, mounting methods, photography, lettering, transparency production, and movie-making.

Walker H. Thomas, and Montgomery, Paula Kay. Teaching Media Skills: An Instructional Program for Elementary and Middle School Students. Littleton, Colo.: Libraries Unlimited, 1982.

Provides a model for integrating media skills instruction into the modern empirical teaching process and practical recommendation for the implementation of a media skills program in any school or school system.

Wehmeyer, Lillian Biermann. The School Librarian as Educator. Littleton, Colo.: Libraries Unlimited, 1976.

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